



Ladybird, ladybird . . .

Urie Bronfenbrenner's impressionistic (pages 15-17) for help, financial, medical and social, for those concerned with the upbringing of America's children rings ominously and oddly here.

Computers in a cold climate

The final report of the five-year National Development Programme in Computer Assisted Learning might have been carried by a time traveller out of the future.

Focus on comprehensives

Continued from page 1. On some other issues the papers vary from the distinctly thin (like that on pupils with special needs) to the consistent advantage and disadvantage.

Once a jolly OECD man . . .

... camped by a billabong to look at Australian education. GARETH WILLIAMS reports back

Can a small group of foreigners visit a country for just a week or two and produce a worthwhile critique of that country's education policy? The OECD Country Review project, which has stood the test of 20 years, is based on the belief that they can.

Some readers will recall that their review of policy making in England and Wales a few years ago sparked off a major House of Commons inquiry which was followed (causally and effectually) by some significant changes in style of policy making at the DES.

What we all agreed on was that one problem overshadowed all others, an issue whose importance had not been foreseen when the topic for examination had been agreed between the OECD and the Australian Government in early 1976.

What a balanced team of outsiders can do is to bring different perspectives on an issue. I was impressed by the similarities between many aspects of post-secondary education in Australia and in England. They have the same sterile binary policy. Why, one wondered, had they made the same mistakes as us?

Conversely, the Australians have made less progress than us in dealing with the oversupply of teachers. Colleges of education are still packing in students who are likely to have trouble finding jobs.

Letter to the Editor

Why history groups are disappearing

As someone who served for eight years as the secretary of the London History Teachers' Association which was formally disbanded two years ago after 26 years of activity, I should like to comment on Terence Gwynne's article (December 2) on history teachers' associations.

Under-fives 'grossly exploited'

Britain's record in planning and providing for under-fives has been lamentable over the past 30 years, says a report on the subject by a TOC working party.

Secondaries are breaking law on RE

More secondary schools are breaking the religious education section of the 1944 Education Act than are reporting it, according to the Assistant Masters' Association.

Books: spending probe urged

Mr Shirley Williams, the Education Secretary, was urged this week to set up a working party to look at school spending on books, equipment and materials.

Unions in dispute in 15 l.e.a.s

The two biggest teacher unions are now taking industrial action in 15 local authorities in an effort to maintain or improve staffing.

Parents upset all-in apple cart

Continued from page 1. A representative from Rhylington, London, said the law allowed a minority of parents to ride roughshod over the majority in a blatantly unfair way.

Reprive for Scots colleges

Three Scottish colleges of education, which were threatened with closure are to remain open in part, Mr Bruce Millan, Secretary of State for Scotland, told the Commons on Tuesday.

Hot news

Schools and colleges are to get an extra £10m next year and another £60m in the following three years to install heat insulation and thermostats.

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Association of Metropolitan Authorities

L.e.a.s reject power sharing

by Mark Jackson

The big urban councils this week lined up with the shires to declare outright opposition to the Taylor recommendations. They will fight any attempt to make them share power with governors.

At the annual meeting of the metropolitan education authorities in Wolverhampton on Monday, the handful of councils prepared to accept most of the recommendations were overwhelmed by an alliance of objectors. Although the conference welcomed participation of parents and teachers on governing bodies, speakers made it clear that this did not mean the Taylor formula.

Most of the councils are agreed in opposing the proposal to give governors a say in the curriculum. But they are divided in their other objections. While many of them reject the idea of a separate board of governors for every school, others, who already have individual governing bodies, object to the weight of parent and teacher representation.

Even Sheffield, which has the minority in general favour of the recommendations, does not want to pay for providing governors with the access to professional advice which Taylor recommends.

The attack on the proposal's recommendation, led by Sir Ashley Bramall, leader of the Inner London Education Authority. This surprised some other authority representatives, who see L.E.A.'s existing practices as coming close to many of the recommendations. He denounced the proposal for

separate governing bodies as "a recipe for chaos", although L.E.A. already has them except where an infant and a junior school share a site. If authorities had to provide separate governing bodies for schools in the same building, he said, the cost would be very considerable.

And although the L.E.A. already has elected parent governors and teacher representatives, Sir Ashley claimed that Taylor's proposals would give teachers double representation in working-class areas such as his own constituency, most parents would vote as the teachers told them. The proposal to set up voting papers to them would, if adopted, lead to very high administrative costs.

The "most unhappy" suggestion was that local authorities should draw up lists of community bodies from which representatives would be chosen. This was "administrative nonsense—the representatives will be answerable to nobody but themselves".

Sir Ashley bitterly criticized the proposed rule that people should not be governors of more than one school of the same kind—infant, junior or secondary. It was, he said, calculated to make governors completely "inward looking", and interested only in their own school.

Councils told 'Make more jobs for unemployed youngsters ... take on those 1,000 teachers'

Mr Peter Horton, chairman of the Association of Metropolitan Authorities' Education Committee, urged councils this week to take on more staff. They must, he believes, provide real jobs for unemployed youngsters.

Mr Horton told the association's annual conference on Monday: "We've almost got to be forcing our chief education officers and other chief officers to find ways of employing more young people without increasing the amount of money spent or at any rate not spending much more than the employment benefit."

The Holland programme for jobless school leavers would only provide a short breathing space. He believed it would provide less time than the TES had suggested. "It gives us about 12 months to do something before youngsters emerge from it to look for jobs."

Until recently local authorities had been attacked for employing too many people, who, according to the conventional wisdom, were needed to produce wealth in manufacturing industry. Now it was becoming plain that industry could not find the jobs for them; and the view of the establishment that it was a temporary problem

that would be solved by long-term growth was also being shown to be wrong.

Mr Horton appealed to the local authorities to cooperate fully in the Holland programme. He knew, he said, that many of them felt the Education Committee chairman, the Manpower Services Commission was setting up was not appropriate and would not provide proper representation. It was important, however, to take full advantage of the chance to participate in the local planning groups. "We must make this a success and the precursor of a system of full education and training, post-16, as a social right."

Mr Neil Scrimshaw, Birmingham Education Committee chairman, warned against the dangers of an expensive duplication of effort. "There could be a very large wastage of public money if there is not enough discussion and co-ordination. We are talking about an expenditure of £580m."

The meeting passed a resolution welcoming the Holland programme, but saying that it believed the programme was dictated by short-term expediency. It called for special funds for a coherent and integrated programme for the education, introduction to work, training, and maintenance of all young people over 16.

very little real participation." Children would get a raw deal if governors were given power over the curriculum. "Teachers have got to live with the curriculum they suggest, but governors can disappear into the night, leaving teachers with the consequences."

Mr Michael Harrison, Sheffield's chief education officer, who served on the Taylor committee, said that Sheffield's own experience with the large measure of parental participation was variable: whether it worked or not seemed to have nothing to do with social class. There appeared to be no rhyme or reason about it other than the warmth towards the idea in the schools where it was a success.

While there might be costs in implementing Taylor, it would be money well spent if it brought a consensus into governing schools. It was imposed upon them to the benefit of the community, Taylor offers you an idea of how it can be done."

Other criticisms ranged from suggestions that the authorities must produce their own proposals for change to avoid the wrong solutions being imposed upon them to the bald declaration that Taylor was "a waste of time".

The association is to seek urgent discussions with the Education Secretary on the administrative costs involved in "expanding the system of governing bodies" and on the powers of governors in relation to local authorities.

The Council of Local Education Authorities is to urge all its members to use the extra education money in the mini-budget for the purpose intended—to provide 1,000 more teachers for deprived areas.

Mr Bob Morris, the Association of Metropolitan Authorities' under secretary for education, said this week that the money was in a special account. It had not been any part of the Public Expenditure Survey Committee forecast on which the rate support grant was based.

Money for 10,000 teachers, for in-service training and to prevent dislocation in staffing as rolls fall, was included in the forecast. The committee, however, feel it can seek formally to influence the way in which it is spent.

The distinction emphasizes the seriousness with which the committee regards this new development in its role as an intermediary between central government and its members. It is so serious a partial way out of the dilemma confronting local education authorities, who do not want to admit the principle of specific grants, but realize that the Education Secretary is unlikely to be able to get them funds for particularly urgent purposes unless she can convince her colleagues that there is a reasonable assurance that the money will be spent as intended.



The Queen Mother, touring London University Institute of Education last week.

Holland on probation—TUC

The Government's new training framework is regarded by the trade unions as being virtually on probation. They expect new legislation if industry does not match up to its responsibilities under the system, they say.

Mr John Monks, the new head of the TUC's organization department, which is responsible for training and industrial relations matters, told a special conference of the British Association for Industrial and Commercial Education that they would be monitoring the progress of the new arrangements very carefully.

Mr Monks, who served on the task group which devised the new system, said training boards were being set up to continue to do their job as before but more effectively, and were being assured of Government help if it was impossible to reach their objectives.

Though the TUC would prefer a universal national system of broad-based training funded jointly by employers and the government, it accepted that the scheme was the most practicable way to proceed at present. For the first time there would be clear standards against

which to measure the performance of training bodies. But, he added: "Let me make quite clear. If industrial training boards, individually or collectively, do not match up to these responsibilities, the Manpower Services Commission will have to consider more far-reaching measures."

In moving towards a universal broad-based training the TUC accepted that the duration and age limits of apprenticeships would need to be reviewed.

Mr Monks pointed out that the TUC was already doing all that could be done to get effective support for the Holland programme from affiliated unions and regional councils, despite their worries about job security of their members of their possible displacement of young people.

Referring to the disappointing response by employers to the national preparation pilot programme, he said he regretted that the national boards had not shown greater interest. The Holland programme, together with some relevant education and training, backed by counselling, might well be extended to all young people. "It is not only those entering paid employment direct from school."

Counties burst spending bubble

Shirley Williams's claim that education authorities should be able to improve their services and in many cases improve their own pay, has been attacked this week by the Association of County Councils.

The association is demanding an "urgent" "misleading and inaccurate" "optimistic impression" she has given of the improvements education authorities will be able to make in the coming year.

The shire counties complain that the Government's bias towards the urban authorities and in particular the greater London, means that their services will have to be cut back for the third year running next year. They argue that only two of the 47 shire counties will not lose grants compared with this year.

The ACC explained in a statement this week that a new survey by the Education Secretary had revealed the true extent of the grant losses suffered by the shire counties and other authorities outside London.

Furthermore the ACC maintain that the safety net which was applied to the rate support grant this year for the first time will not work in the way the Government has claimed.

Mr Peter Shore, the Environment Secretary, announced last month that the safety net would mean that no council would lose more than the product of a two-penny rate on the needs element of the grant, but some counties have not found that they have lost up to three pence, and for a county like Essex, the difference is nearly £3m. Essex had expected to lose £5m in its share of the grant. They have now been told they will be getting £7.9m less.

Mr Jack Sprinnett, the county education officer, said this week that the safety net was supposed to protect authorities from losing more than the equivalent of a two-penny rate compared with the grant they would have got last year. If this year's calculations were used, "it hasn't worked out that way", he said. "Substantial sums of money were excluded from the safety net. Peter Shore has been asked to provide an explanation for this discrepancy."

Mr Carleton Hatherington, secretary of the Association of County Councils, has complained to the Department of the Environment that the safety net is being operated in a different manner from that which the association was led to expect.

Mr Geoffrey Chippertfield, an Under Secretary of the department, has told him that there is no justification for that view.

It seemed possible this week that the discrepancy has arisen because the counties' needs have fallen by more than the product of a 2p rate compared with last year. It is not clear whether the safety net was designed to limit loss irrespective of changes in "needs" or only over and above such changes.

The ACC maintain that the discrepancy between their figures and those of the Department of the Environment is due to the DfE not counting a substantial part of the "needs" grant given to London.

The association considers that the DfE's view is based on an artificial and theoretical approach and does not show the true rate poundage effect of the grant's changes.

Further education lecturers will be asking for salary increases of 15 per cent from April. They also want to simplify the system of categorizing work, on which pay is based.

The National Association of Teachers in Further and Higher Education has decided that the claim to be put before the Burnham Further Education Committee should be a first step towards restoring the value of salaries to the level of 1975 when teachers had a substantial pay rise on the heels of the Houghton Committee report.

The new claim will have two elements—an increase to compensate for the rise in the cost of living between April 1, 1977, and April 1, 1978 (estimated at about 10 per cent), and a recruitment factor calculated at 9.5 per cent to make up some of the ground lost between April, 1975, and April, 1977.

The association will express dissatisfaction at what it calls "artificial distinctions" between certain types of work and the use of these distinctions to determine lecturers' salaries. It wants category 2 to be merged with 3 and 4 to be merged with 5.

It will also press for the merger of the two lowest lecturers' scales, 1 and 2. As a first step, it will ask that once a teacher is on the maximum of L1 scale he or she should be promoted automatically to L2. It wants national part-time rates to replace the rates fixed regionally.

This call to L.E.A.s to follow the APU's line on working scales, on the face of it, to conflict with Mrs Williams's other assertion that the APU's work would not result in teachers "teaching to the test". The advantages of the APU's light sampling methods in avoiding such backwash effects would be lost if local authorities are to use the same test materials to check on progress throughout their schools it is thought.

The Director of the NFER, Mr Alfred Yates, warned that the present rush of local authorities to start testing in their schools would have just such a backwash effect. "We all understand the compulsion to introduce some kind of monitoring," he said. "But it could have serious and long-term effects on the life and work of schools."

The work of the Assessment of Performance Unit would help in this and in the production of better tests, she said. But the APU's own surveys would not identify local authority pupils, schools or local authorities wherever possible.

The APU is seeking to draw a broad national picture, leaving the details to be filled in by local authorities and teachers. Local authorities would adapt their requirements to assessment accordingly, Mrs Williams said. "This is very much a matter for them but there would be great advantage if central and local government could adopt a broadly similar approach."

Largo scale "blunket" testing of every child and school could mean the majority of teachers feeling constrained to "teach to the test", just as many had for the 11 plus. This could mean the end of a school's syllabus, in effect, but also to one that was determined by

teachers' expectations were raised with less sense of defeat and failure. Among the drawbacks of mixed ability teaching the report puts the difficulty of providing a variety of materials and teaching methods. Individualized work could lead to boredom, whereas in class-based work individual differences could be overlooked. A mixture of class, individual and group work is suggested as the best way to build in variety.

The report disagrees with the HMI view (see page 6) that only an exceptional teacher can make a success of mixed ability teaching. "In the departments of evidence that there was plenty of evidence that given proper organization and a supportive head of department, many teachers who would be modest about their individual capacities have tackled the new problems with success. Mixed ability teaching in mathematics is possible for the Schools Council by Evans Mathison price £2.50.

Heads anxious over pornography Pornographic magazines and sexy pornitized advertisements confuse youngsters as to what is normal and abnormal in life, heads complained this week.

The Headmasters' Association, which represents heads of more than 2,000 schools in the state and private sectors, told a government committee reviewing the obscenity laws that the mass media must share some responsibility for the situation.

The growth of the media, it claims, has led to a spread of information about publications and films which highlight the lurid and violent, or over-emphasize sex.

Where a member of the association is asked to give a reference and feels that it would be likely to be unhelpful in the individual making the request, it says, "an honest and appropriate approach would be to inform the person concerned."

And where files on university academic staff contain information of a factual nature, association members should be given the chance to check it.

Every university teacher has lost the price of a new car since 1975 because of the Government's refusal to implement the arbitration award made just before the pay

Lecturers to claim 19%

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For college librarians it will provide a specific set of gradings. Research staff, it says, should be paid on nationally agreed scales based on the first two lecturer scales.

Compared with the minimum starting salary of £2,697 for a non-graduate school teacher, a new entrant to further education teaching on L1 scale can now expect about £3,000 a year in practice, however, industrial increments ensure that few of them start at this level.

The Professional Association of Teachers said this week that next year's teachers' pay claim should be settled within the Government's 10 per cent guidelines. The association, which is pledged never to go on strike, does not take part in salary talks. It is not represented on the Burnham Committee.

Mr Ian Mitchell Lambert, association spokesman, said priority should be given to restoring differentials.

This approach to science testing was discussed in a paper issued by the unit this week. It wants science teachers to comment on the proposals during the next two months. The tests are due to start in 1980. Unlike the maths tests, which start next year, and the English tests, starting in 1979, the science tests will be given to 12 to 13-year-olds as well as 10 to 11 and 15 to 16-year-olds.

The discussion paper says the tests will look at pupils' powers of observation, their ability to generalize, explain and test hypotheses, their use of measuring equipment and maths and their ability to present scientific ideas verbally and using graphs and charts.

Some tests might be based on films, slides or video-tape. Assessment of Scientific Development, available free from DfES, Room 1/27, Elizabeth House, London SE1.

Many more children are taking sandwiches to school or buying sandwiches following the price increases, according to a census carried out by the Department of Education and Science.

Half a million fewer children are taking school dinners compared with October last year, Miss Margaret Jackson, Parliamentary Under-Secretary for Education, told the Commons this week. The price of a meal went up from 15p to 25p in August.

Science under assessment microscope

The Assessment of Performance Unit's tests of school science will not merely examine pupils' knowledge of facts. They will be looking also for evidence of scientific thinking and attitudes and for knowledge of how science is applied in everyday life.

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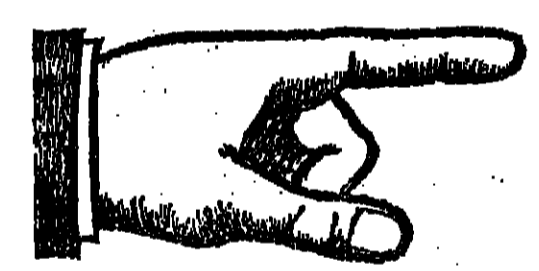
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JOB HUNTING?



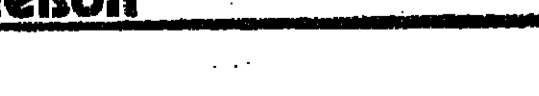
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PERSONAL COLUMN

I want to write in praise of Sir Henry Newbolt and, in particular, of his poem *Vital Lampada*. It is not that I think Newbolt is overdue for reappraisal (he may be but I am not versed in the calendar of literary reputation) but rather that I have found in recent years that reading Newbolt is a useful antidote to the ignoble triviality of much of our culture. I am not concerned with whether Newbolt is a good poet—what he does, "say" mean—but with his ability to identify and illustrate human virtues that have universal currency.

I am also interested in modern reaction to Newbolt because this reveals something of importance about ourselves. I hope all will become clear through a brief discussion of *Vital Lampada*. "There's a breathless hush in the Close tonight— Ten to make and the match to win— I imagine the poem comes back easily to most readers. The young school cricketer goes in to face the bowler. He will win the match or he will lose like a sportsman, not for fame or glory but because that is the spirit in which he plays the game. The boy becomes a young man and is translated to the desert as a subaltern. The square breaks; the colonel is killed; the enemy charge again:

"But the voice of a schoolboy rallies the ranks, 'Play up! Play up! and play the game!'"

The theme is a simple one of duty done, of the spirit of courage and of what used to be called *grit* until we perverted the word, of unselfish acceptance of responsibility, of heroism without thought of reward. It is a theme, Newbolt says, that in a good school (and by implication in a good society) is passed on from one generation to the next. Why does this poem provoke such hostility and mockery?

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The poem is identified with attitudes—to war, to class, to education—that it has been fashionable to condemn for a long time. The "grit" of the Somme made untenable—apparently for ever—the view that war was a game, not that there was anything unreal, we might note in passing, about a fuzzy-wuzzy sport between the ribs. I say "apparently for ever" because the most superficial acquaintance with the bookshelves and cinemas, where the eagle is always landing a bridge too far, indicates that the war game is still flourishing; and why not, you may say, for we need something to take our minds off the horrors of peace.

Newbolt's unacceptability is increased by what is, modern sensibilities are overtones of class and class; the voice of the schoolboy may rally the ranks but it is the voice of privilege; the ranks may back the onmy but it is here that we encounter and at first reject the simple morality of Newbolt.

We had such high hopes of the human race: with the end of medieval superstition, with the sense of slavery with the end of Newbolt, with the end of the Vietnam War (and so now, with the end of racism, with the end of injustice), man would throw off for ever the burden of his nature and become more truly human. Those high

hopes have not and, we fear, will not be fulfilled. What is there left? Newbolt gave us the answer: a young man doing his duty. Forget your hang-ups about race and class, and your contrived stardust about peace; your contrived open mind.

"The sand of the desert is red— Red with the wreck of a broken lance. The Gatling's jammed and the And the regiment blind with dust. The river of death has brimmed his banks. Aud England's far and Hanoi's But the voice of a schoolboy rallies 'Play up! play up! and play the game!'"

Are we so sure that we can afford to sneer and mock at bravery and sense of duty and obligation? It is not possible that Newbolt's sophisticated view of what a human being's dignity has come to mean is wrong. I take this as a happy Christmas.

John Rae

The voice of a schoolboy

School sex lessons 'inadequate'

Sex education is most important as a means of preventing unwanted pregnancies, says the Family Planning Association in its report to the Royal Commission on the National Health Service. Teaching in schools is inadequate because both the amount and the content are left to the discretion of heads. A survey among sixth-formers last year showed that more than half had received no sex education. Of the remainder, a third said it was "just touched on". The association wants to expand the courses it runs for teachers, youth workers and health educators to set adequate programmes started in all schools. It urges the Department of Education to work more closely with the Department of Health and Social Security. It calls for more effective advertising, designed to reach those who need it most—the young. This would include displays containing factual information in schools, libraries, public baths and youth clubs—not just in public lavatories. If the Government considers family planning to be desirable and respectable enough to be provided free by the state, says the report, "it is self-defeating not to advertise the facilities". The role of the Family Planning Association has become one of education and information since family planning became a health service within the National Health Service in April last year. Since setting up its family planning information service in January, it has distributed more than two million leaflets and dealt with nearly 18,000 inquiries.

A teacher's detective work exposes more doubts about Cyril Burt's research

Another nail has been hammered into the coffin of Sir Cyril Burt, the educational psychologist who it was claimed last year, fraudulently concocted some of his research on intelligence. A new book reveals that some of his best work before he died in 1971 was based on invented figures and statistics. Mr Nigel Wright, a mathematician and economics teacher, has examined Sir Cyril's claim in the notorious Black Papers on education that standards in reading, spelling and arithmetic are lower than they were 55 years ago. Mr Wright also says that many other facts used in the Black Papers are wrong. Mr Wright says that the Black Paper belief that standards are falling rests heavily on some figures said to have been collected by Sir Cyril between 1914 and 1965. Sir Cyril wrote: "Judged by tests applied and standardized in 1913-1914, the average attainments in reading, spelling, mechanical and problem arithmetic are now appreciably lower than they were 55 years ago." A footnote explains that this evidence is to be found in an article in another journal. Mr Wright has turned to the other journal and finds that the evidence is not there but there is reference to yet another publication, the winter 1969 edition of the *Irish Journal of Education*. Here there is a table compiled by a Miss M. G. O'Connor who, unfortunately, has never been found, and who is thought to have been invented by Sir Cyril. Mr Wright says that Hercules Poirot or Sherlock Holmes should be called in. The table, even if it was based on tests as alleged by Sir Cyril, is also exposed as a fraud. It purports to deal with attainments of children



Cyril Burt: was he "Miss O'Connor"?

The case of the falsified figures (continued)

from 1918 onwards but actually starts at 1914 and includes figures for 1917 as well. Private correspondence about the table between Sir Cyril and Mr Robert Parker, one of Her Majesty's inspectors who was responsible for attainment surveys, has been seen by Mr Wright. It now appears that the tests which the Black Papers used to "prove" that standards were falling involved just 200 children from ten London schools. Different schools were used each year based on estimates by Sir Cyril and inspectors as to which were median schools. The children were selected by the teachers. The survey, then,

was neither random nor statistically valid. Mr Wright comments: "I have been able to discover virtually no evidence on which to base judgments about the standards of numeracy over the years." An even more damning indictment of the Black Papers is contained in another section of the book. They claimed that there were three million illiterate people in the country, half of them under the age of 25. "This is far beyond the bounds of credibility," Mr Wright says, "since it would mean that over the decade 1965-75, an amazing 16 per cent had been leaving school each year illiterate. No survey since the war has come up with a figure of more than 6 per cent." Mr Rhodes Howson, an editor of the *Times* and a leading expert on illiteracy, is criticized by Mr Wright. He is alleged to have abused National Foundation for Educational Research results, claimed facts without providing any evidence and created alarm when there was no cause for it. Mr Wright, not one of the 50 articles in the four Black Papers is devoted to a full and systematic review of the evidence on any topic. Although some are thoughtful, if contentious, contributions, others are "astonishing pieces of ignorance and confusion". The novelist, Iris Murdoch wrote in the 1975 Black Paper: "We should not tolerate, much less encourage, ignorance and inaccuracy among those who are supposed to keep us informed and who, in our view, can all too easily be turned against the Black Paper contributors themselves." *Progress in Education*, Nigel Wright, Crown Helm, London, £6.50 hardback, £2.95 paperback.

Hard times for cut-off country cousins

The Government should recognize the real difficulties faced by families in remote rural areas, says a report by the Education Commission. Mr Robert Wright, deputy director of the Centre for Information and Advice on Educational Disadvantage. Teachers in rural schools, isolated from professional help, told a conference on rural education at the University of Exeter, Devon, that they were less likely to receive in-service training. "The coziness of village life—and this applies to the nearby as well as the primary school—can breed a sense of isolation with the status quo." Severe logistical and administrative problems often faced rural schools if teachers wanted to refresh courses. "In a normal school attendance on an average course by one member of staff would mean a greater percentage of teacher time being increasingly rare in the rural economic climate." "If the course is held on a school time it might involve a journey of 60 miles there and back at the end of a working day, but in the evening for the most enthusiastic teachers." Agricultural workers worked long and exhaustive hours for the meagre wages in the country; the local farm demanded the constant attention of the farmer and his wife. It is hardly surprising, therefore, that children's school attendance is dropping, and that an emphasis on primary school country children have the greatest difficulty in finding the language that achieves demands. Part of the problem could be with the lack of pure English. The number receiving it was considerably less than in urban areas.

There have been living things on the surface of the earth for the past 3,000 million years, but the part of the age of the sun, and it seems as if the temperature of the earth's surface has been more or less the same throughout that time. If it had been otherwise, living things of the kind with which we are familiar would not have come into being in the first place, but the consistency of the earth's surface temperature has in any case been confirmed by such means as the measurement of isotopic ratios in fossil material. So how is all this to be reconciled with the predictions of most theories of the evolution of stars which appear convincingly to show that the luminosity of the sun, in the past 3,000 million years, has increased by a factor of 100? The answer is that the sun has been kept more or less constant in temperature, in spite of increasing energy output from the sun, by the way in which the earth's atmosphere would have transported greater quantities of carbon dioxide from the "greenhouse effect"—the influence of molecules in the atmosphere which absorb infrared radiation from the surface of the earth. The same process is supposed now to represent a threat to the earth's climate by the accumulation in the atmosphere of carbon dioxide from the burning of fossil fuel. One of the reasons why people have in the past shrunk from the problem of the consistency of the earth's surface temperature is that there remains a considerable conflict between the various theories of how the sun itself may have evolved. To be sure, there is no doubt about the bare bones of the process. To begin with, the sun was largely made of hydrogen, and its energy output for the past 4,500 million

Why the sun blows hot but the earth blows cold

Science diary by John Maddox

years has arisen from the conversion of hydrogen to helium. So far, so good. The difficulty is that uncertainty persists about the details of this process. Even on the simplest view of how the sun has evolved, with most of the thermonuclear energy coming from the region near the centre of the sun where the temperature and pressure are sufficient for the conversion of hydrogen to helium, the calculations are inevitably inaccurate. But the simplest view of how the sun is constructed is not necessarily correct. Some people, for example, say that there may be a smallish black hole at the centre of the sun, others that the central core of the sun may be rotating more rapidly than the surrounding bulk of the star. Many of these complications have been introduced in an attempt to explain the huge discrepancy between the calculations of how many neutrinos should be produced from the centre of the sun and the observations of neutrinos from the sun so far carried out, which suggest that the sun is producing fewer neutrinos than it should be. But no elaboration of the simple model of the sun has yet accounted for this discrepancy. Michael J. Neuman, of the California Institute of Technology, and Robert T. Rood, of the University of Virginia, begin their argument with a telling proof that, whatever the path of the evolution of the sun, there is no doubt that its luminosity has increased in the past 3,000 million years. Briefly, they conclude that the output of energy from the sun must now be increasing at about 5 per cent every 1,000 million years, and that there must have been an increase of between 15 and 20 per cent since the beginning of life on the surface of the earth. Since there is no way in which the earth's orbit could have been changed in the course of time so as to compensate for this increase of solar radiation arriving at the surface it follows that there is a real difficulty in accounting for the consistency of the earth's surface temperature. What explanation can there be? The possibility is that the surface of the earth in its early years derived more heat from the radioactivity in the rocks than it does at present. Unfortunately, this way out of the difficulty is blocked by simple calculations of the decay of radioactive elements in the rocks of the geological evidence that volcanic activity in the distant past was no much more conspicuous than it has been in recent times. In the circumstances, the greenhouse effect is the only way of accounting for the way in which the surface of the earth was kept more or less at life temperature 3,000 million years ago. This conclusion, unfortunately,

does not add up to much. Uncertainty about the behaviour of the sun compared with the uncertainties in people's minds about the evolution of the earth's atmosphere. When living things first appeared on the surface of the earth, there was no oxygen in the atmosphere but instead, lots of methane and ammonia. These gases absorb infra-red radiation, just as the carbon dioxide now in the atmosphere helps to keep the surface of the earth warmer than it would otherwise be. But nobody can at this stage tell whether the amounts of these gases 3,000 million years ago would have been enough, but only just enough, to compensate for the then lower output of energy from the sun. At first sight, indeed, it is a great surprise that the compensation should have apparently been so exact. For the time being it is yet another help to those who take the view that the existence of living things is just sheer luck. The most competitive part of science just now is that in which people are hoping to use the techniques of genetic manipulation for making naturally occurring proteins. In the past year or so, several academic and industrial research groups have been extolling the virtues of genetic manipulation as a means of making more or less artificially biological materials which can at present only be obtained with great difficulty and at considerable expense from natural sources. Most people think this sort of thing might be accomplished by incorporating the genes normally responsible for making those natural proteins into the structures called plasmids in the cytoplasm of ordinary bacteria. Plasmids are essentially autonomous replicating systems inserted into a plasmid of the bacterium *E. coli* but, when the successful completion of this step was first announced a few weeks ago, the people responsible had suddenly to confess that this artificially translocated gene would not function in bacteria as it does in mammalian cells. An explanation of this disappointing outcome may now have been provided by a report in *Science* (December 9) of what appears to be the first successful incorporation of a mammalian gene into the bacterium. A group of seven biochemists at the Medical School of the University of California at San Francisco describes its work with the hormone called somatostatin. The hormone molecule contains 40 amino-acids, and is normally secreted by the hypothalamus gland. The chemical structure of the protein has been known for some time, and one striking feature of the work now reported is that the known structure of the protein molecule has been used to infer what the structure of the corresponding gene must be, and that the genes concerned have then been synthesized chemically, before being incorporated into plasmids in *E. coli*. That is one surprise. The other is that the genes have been induced to function by welding them together with parts of the genetic apparatus of a bacterial virus (called lambda phage) which are known to play a part in triggering off the initiation of genetic replication. What would be genetic manipulators will now conclude is that if they want to use bacteria for making mammalian genes, express them, and then have to transfer not just the gene concerned but a suitable switch as well.

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Ulster parents demand more nursery schooling

The Government must be obliged by law to provide pre-schooling in Northern Ireland for all who want it, a conference in Belfast decided. Although the delegates did not adopt specific resolutions, there was general agreement that pre-schooling should be democratically controlled and religiously integrated and should involve parents. Ms Margaret Morrow, National Society for the Prevention of Cruelty to Children, told the conference, which was organized by the newly founded Northern Ireland branch of the Campaign for the Advancement of State Education, that "grant aid is fifty and depends on where and when the money can be found". Before reorganization of the Government in 1973, some money could be got from the old Ministry of Community Relations, but "under reorganization there has been an policy at all". Ms Amy Livingstone, Northern Ireland Pre-School Playgroups Association, said the concept of "children in need" was defined in different ways by the 17 district social services offices in the province. "Some are so uninterested in pre-school children that you haven't a chance of getting a penny, not to talk about a pound." Delegates agreed that preference should be given to areas of social need until nursery schools had been universally provided. But there was

Report calls for abolition of juvenile courts

Juvenile courts should be abolished and children in need of help should be treated separately from those who deserve punishment, according to a research report funded by the Home Office. The juvenile court has been found to be a waste of money and time, and should be replaced by a system of social workers and probation officers and juvenile courts should be abolished. The report is critical of the working of the 1969 Children and Young Persons Act. It says that they saw, to combine the best of all possible worlds, in a way that satisfied none of the protagonists in the justice versus welfare debate. "It is neither a judicial system with a clear mandate to protect the interests of society nor a welfare system with an untrammelled remit to help the children it encounters. Major decisions are made about children on the basis of how old they are and what they have done rather than on some assessment of their moral danger and what help to school should be given to help them to deal with their problems. The family court system, the minimum age for prosecution is raised from 10 to 14 or 15 and these teenage offenders should be dealt with in adult courts, the report says. Offenders under 14 or 15 can be dealt with in various ways: police caution, the social services, or if they are serious threats, by detention in the Court. A protective custody order would commit a child to secure accommodation for a limited period. Justice for juveniles, Philip F. Justice, Dennis Peers and Roger Routledge and Kogan Paul.

Towards quality teaching—by computer

Computers will be used on an increasing scale in education though most computer projects cost much more than conventional instruction, says Mr Richard Hooper, director in the final report of the National Development Programme in Computer Assisted Learning. The £2.6m programme (plus £2.5m in matched funding) which was set up in 1973 by seven ministries, ends this year. Its aim was to assimilate computer managed and computer assisted learning into educational institutions and says Mr Hooper, "to make it stick". Forty-four institutions, mainly in higher education, but also schools, were funded for between a few months and three years. Two independent evaluations were commissioned: financial from Post, Marwick and Mitchell and educational from a project, Underwriting Computer Assisted Learning based at the University of East Anglia. The university team was asked to publish its final report, a project funded by the programme, says Mr Hooper, have been financed in 32 of the 44 institutions. Evidence included future financial commitments combined with an assessment of the numbers of teachers and departments concerned in the work. The programme, had also achieved a high degree of "transferability": 105 institutions in the United Kingdom and 19 institutions abroad had acquired project materials. Although the financial evaluation emphasizes that computer assisted learning and computer managed learning are "extremely high cost tools yet introduced into the teaching process, however, one does think the report says that they are becoming established in education institutions from secondary schools to universities. "Higher education" he says, "is likely to retain its leadership in the development and use of CAL and secondary and further education moving more slowly. A major reason for this is the continuing unavailability of the computer technology which requires skilled staff.

More cash for schools drama?

Children's theatre needs a bigger Arts Council subsidy and much more support from education authorities, says Mr Roy Shaw, secretary-general of the Arts Council, in his annual report. "It would be easy to assume", he says, that, as London is a world theatre capital, children and young people are well provided for theatrically, but this is quite wrong." Children in the ILEA fared better than children in most other boroughs yet only about 12 per cent of ILEA children visited a professional production in a theatre during school time in 1973-74 and only 16 per cent saw a production in their own schools. Children under 18 were practically unrepresented in general theatre audiences in the West End, except at Christmas. "The key to the enjoyment of the 'hulk' arts by a wider public was better education in the arts in general, at all levels from primary school to adult education. The Arts Council had begun to contact the Schools Council over this. *Value for Money*. Available from the Arts Council, 105 Piccadilly, London W1V 0AU. Price 80p.

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People

Mr G. B. R. Fellden, director general, British Standards Institution, is to be chairman of the visiting committee for the Royal College of Art.

Dr Raymond Rickett, director of Middlesex Polytechnic, is to be president of the advisory committee of the European Centre for Higher Education.

Mr Peter Dury, Nottingham County Council's playing fields officer, is to be vice-president of the English Schools' Cricket Association.

Mr Alan Robertsshaw is to be director of the Educational Interchange Council.

Lord Todd, master of Christ's College, Cambridge, is re-elected president of the Royal Society.

Mr John Phillips, deputy director of education at Dyfed County Council, is to be director.

Germany, is to be head of Kirdford County Junior School, West Sussex.

Mr E. Brooke, head of Preston Park Infants' School, London, is to be head of Preston Park Junior Mixed and Infants' School.

Miss F. E. F. Cowgill, head of Princess Fredericka C.E. Infants' School, London, is to be head of the new Princess Fredericka S.E. Junior Mixed and Infants' School.

Miss E. P. Golditch, from the Thomas Coram Foundation for Children, London, is to be head of Carlton Centre Nursery School, London.

Mrs A. T. D. Macleir, senior tutor and head of classics at Farnham College, Surrey, is to be head of Chelmsford School, London.

Mrs Victoria Ravenscroft, acting head of Radfield Junior School, Cardiff, London, is to be head.

Universities

Stanley D. Leedham, academic registrar at Chelsea College, University of London, is to be registrar of the University of London. Goldsmiths' College.

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A. S. Abraham on the Indian government's changing attitudes to recent educational reforms

When 10+2+3 = confusion

BOMBAY One committee, headed by the vice-chancellor of the Gujarat Vidyapeeth (a Gandhian-model higher education institution in Gujarat state in western India), has been investigating the curriculum for the ten-year school. Its report is expected to be published shortly. In October, a 30-member committee chaired by Dr Malcolm Adiseshiah, the vice-chancellor of Madras University and a former deputy director-general of Unesco, was charged with reviewing the syllabus drawn up for vocational education at the plus-two stage by the National Council of Educational Research and Training, a government body which advises the federal education ministry on formulating and executing school education policy.

At the higher education, the plus-three level, the University Grants Commission has constituted a number of "expert panels" to restructure tertiary education. To top it all, another conference — this one to devise the pattern of formal education for the coming decade — is taking place this month. It will last three days and will be attended by "high-level" educationists, including 25 vice-chancellors. The participants will be asked either to accept the 10-plus-two-plus-three structure, reject it or modify it.

What seems to irk the federal Education Minister at the 10-year school stage is what he feels to be an extraordinarily heavy course load. It was designed, he thinks, to make students "walking encyclopedias but not thinking people".

Many teachers, parents and students go along with this. Compared to the old system, a school student now has to study much more: three languages (English, Hindi and the regional language), new maths, the life sciences, the physical sciences, fine arts and work experience (the work of some kind). In addition, there are physical education, health education and games.

The NCERT has been blamed for devising this burdensome syllabus, but it argues in defence that all this content has to be taught in a week, each about half an hour, for five hours of school a day in a



five-day week. This, it contends, is hardly burdensome.

It also argues that the syllabus is in keeping with the Kothari commission's suggestion of a course of school education which integrates theory and practice, which teaches modern knowledge and which equips a school-leaver to deal with a complex, competitive, technology-oriented world.

On this basis, it divided what was to be taught into four broad areas: languages, mathematics, sciences and social sciences, with work experience, games, physical and health education providing opportunities for other areas of personal growth.

At the plus-two stage, the problem is different. There are two "streams" at this level, the academic and the vocational. The latter is, schematically, more crucial. One essential feature of the three-tier structure is the graduated vocationalization that is supposed to take place at different stages, with more and more students entering the world of work and fewer continuing with academic study up to university level.

The greatest "siphoning" of students into vocational study and thence into jobs calling for middle-level skills in which the country is deficient is expected, in theory, to take place during the plus-two phase. The eventual objective is to get at least half of all school-leavers to enter the vocational stream at the plus-two stage so that the number seeking entrance to university will be halved. In this way, it is hoped to raise higher education standards.

But there are problems with vocationalization. With the NCERT document on vocationalization at the plus-two stage being reviewed, there are numerous fire-alarms in addition, providing vocational education. Whether such difficulties are part of a transition period or will subsequently harden into major obstacles remains to be seen. For the time being, the picture is not too bright: much of the blame emanates from the government's own ambivalence.

West Germany

Mixed success for student boycott

by David Dungworth

Conflicting claims have been made about the extent of support for the first nationwide boycott of lectures called for by West Germany's National Union of Students, the Vereinigung Deutsche Studentenschaft (VDS).

At the beginning of the month, according to the VDS, some 120,000 students were in progress at about 100 of the 195 universities and colleges in the Federal Republic; and various forms of protest were planned at those centres involving altogether some 500,000 of the country's 800,000 students. Only 100,000 students voted to participate at all. The Conservative Christian Democratic Students' Association and the authorities at many universities, on the other hand, maintained that the vast majority of students were working normally. Certainly the boycott failed to live up to VDS hopes. It would be too early to judge massive protest action since the year.

That it took place at all in view of the lukewarm enthusiasm for it is due to the way in which the boycott was generally operated in favour of militant minorities. The vast majority of the student union at the University of Bremen, for example, requires only 25 per cent of the membership to form a quorum and allows decisions to be taken on a simple majority of those present.

In Mainz the decision to strike was taken by 4,039 votes to 3,520 with only 40.2 per cent of the members voting. And even at the University of Hamburg, which led the list of dissenting universities, the vote was 6,222 per cent for the boycott and 35.5 per cent against in a poll of only 51.2 per cent.

The latest protests have been sparked off by changes now being made by the Länder parliaments to the university laws. These are being revised to bring them into line with the Framework Law for Institutions of Higher Education, passed by the federal parliament in December, 1975, which laid down guidelines for a more uniform system of higher education legislation throughout the country.

Two sections of the Framework Law in particular have antagonized the students. One provides for the introduction of a disciplinary code under which students guilty of violent conduct or causing disruption of the university are liable to be expelled. The other section provides for the introduction of a disciplinary code under which students guilty of violent conduct or causing disruption of the university are liable to be expelled.

Republic of Ireland

Attendance set to continue to rise

from John Walsh

DUBLIN

In the past academic year 873,000 young people in Ireland were in full-time primary, secondary or higher education. The total population of the country is estimated at 3.1 million.

The latest figures from the Education Ministry show a jump of almost 75,000 at school over a four-year period. With the country's high birthrate and increasing participation in the post-compulsory education, total enrolments are expected to grow further over the next decade. Schooling is compulsory from the age of six, yet more than half the four-year-olds and virtually all the five-year-olds go to primary school. The country's 3,500 primary schools are all denominationally managed and the churches, with the aid of parents, must pay the cost of the school site and some of the building and running costs.

The remaining charges are met by the state which pays teachers salaries, operates a school bus transport service, gives grants for school books to needy pupils and financial aid for the purchase of school equipment.

Last year the state spent over £90m on the primary sector, roughly two-fifths of the total state spending on education. Transfer to the second level takes place at 11 or 12, and compulsory attendance period usually ends at 15. Last year, according to the Ministry figures, 58.8 per cent of 16-year-olds, 46 per cent of 17-year-olds and 27.2 per cent of 18-year-olds were in full-time education.

Third-level enrolments, however, are very low; generally less than 10 per cent. At third-level education and the general economic situation have affected numbers. In the last academic year there were 34,615 full-time higher education students — an increase of only £200 over the 1974 academic year. Growth that has taken place in higher education has been concentrated in the non-university sector, particularly in the nine regional technical colleges. These colleges provide a wide range of courses in applied sciences, technology, and other fields. The courses are designed to stimulate and aid local commercial and industrial development.



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Italy

Young jobless steer clear of rural work

from Dalbert Hallenstein

VERONA Of the more than 630,000 unemployed young who recently registered or work under the Italian government's youth unemployment scheme (YES October 21), only 196 volunteered for work on farms, despite a current need for at least 46,000 skilled farm labourers.

In the Veneto region, a prosperous agricultural area, only five young people volunteered for farm work although 285 school leavers with agricultural qualifications and eight graduates in agricultural science registered under the scheme. They like most applicants throughout Italy, asked either for clerical or industrial jobs. Farmers are being forced to import labour from Yugoslavia as a consequence of the reluctance of the young to work in agriculture. A skilled milker or ploughman can earn up to £5,000 a year. The Confederated Farmers' Union are demanding that the government should finance in-service training courses for young people in farm techniques and mechanization. Without practical training, the few young people willing to work on the land know that they will be relegated to the most menial and ill-paid agricultural jobs, such as seasonal harvest-

Spain

Dispute over private sector subsidies

from James Connell

BILBAO

Mounting fears that the Spanish government has unveiled plans for the abolition or modification of the present school grant system has brought into the open social and political antagonisms surrounding the issue of the state's role in education.

The controversial state subsidies stem from the Education Law of 1970 when the then Minister, Sr Villar Palasi, proposed the first major piece of educational legislation. A major part of the new law provided for free education for all children from six to 13. It soon became obvious that the ambitious plans to guarantee free state primary school tuition for all who wanted it were beyond the financial resources of the state. As a result, subsidies for low-cost mainly church-run private schools were introduced in 1972 with the intention of making education virtually free to the children attending them.

Due to the government's inability to offer a total school system the private schools play an important part in meeting the country's educational needs, at one time accounting for nearly half of primary school places.

State provision has slowly increased. Last year there were 3,300,000 children in state primary schools as against 2,000,000 in the private sector. The original subsidies gave 100 per cent coverage to small private schools, mainly in urban areas. These included teachers' salaries, rent and maintenance. Shortly after their introduction higher cost schools, catering for mainly middle-class pupils, also demanded their

share of the subsidies. Spiralling costs and blatant abuses of the subsidies led the Education Ministry to modify the system in 1974.

Some grant-aided schools had been increasing their revenues—and hence subsidies—by charging initial "returnable" deposits; hidden extras like compulsory studies enrolling into the monthly school bill. The 1974 reform offered three categories of subsidy: the original 100 per cent for working-class schools, for middle-class schools a 68 per cent "price subsidy" and for high-cost schools a 35 per cent grant.

At present 90 per cent of private schools now receive some form or other of subsidy costing the taxpayer an annual 37,000m pesetas (£250m). The remaining unsubsidized 10 per cent are either run by powerful religious groups or Recent Ministry of Education figures say that 4,200 private centres providing tuition for nearly 2,000,000 pupils are now being subsidized.

But the complications over the financial aspects of the subsidies are insignificant compared with the political and ideological battles in the press and on television in recent weeks. In their June election manifesto the Socialists came out against subsidizing high-cost schools and demanded an extension and improvement of the state school system. The ruling Democratic Centre party reassured voters on the subsidy issue but aroused sus-

Sweden

More study aid proposed for senior pupils

by Mike Duckenfield

STOCKHOLM

Steps to extend higher education study support to 18 to 20-year-olds will be agreed by the government following a Government commission report. The aim would be to encourage youngsters from poorer homes to continue schooling. Wider-ranging changes in support are likely at all levels. This is partly due to the reduction in the age of majority to 18 three years ago, but also because of the increasing number of mature students entering universities and colleges and the move away from traditional university full-length degree courses towards recurrent periods of study.

At school pupils (15 to 19-year-olds) receive assistance allowances (studiebidrag) rather than full-scale support (studiemedel). All pupils get 150 Skr (17.25) a month. This can be supplemented by a means-tested monthly increment of up to 75 Skr, depending on parents' income, and a variety of board and lodging allowances. In addition, loans of up to 375 Skr a month are applied for. Several surveys have shown that costs deter many working-class comprehensive school leavers from further studies and affect the course choice of those who do. A recent Central Statistics Bureau inquiry showed that while nearly three-quarters of all 16-year-olds went on to upper secondary schooling, slightly less than two-thirds of working class children did so. Regarding the over-19's, full scale support currently consists of a 242 Skr monthly grant, and maximum 1,700 Skr a month index-regulated loan, which can be supplemented with a further 278 Skr a month for each child under 16 that a student has. Loans are repayable over 20 years. Subsidies also exist without adult education aimed at compensating for lost income. The commission argued that future post-school support must make it possible for more pupils to alternate work and study without risking in living standards. The possibilities have been presented: a study salary of between 2,500 and 3,500 Skr a month, depending on satisfactory study progress—this would cost 1,200m Skr. The present study loan system, current one and a mixed system. The proposals have been sent out for comment before the government makes any decision. In the meantime, students have launched a campaign for the grant element of support to be raised to 25 per cent, and for the means test threshold to be raised. This would allow students to earn more before losing support.

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Grant euphoria untimely

Sir—As chairman of an education committee which most certainly has not undervalued this year, I think it is about time some of the educational euphoria about the rate support grant settlement and disbursements have in mind, were the TES press release and the almost ecstatic comments from the NAS spokesman.

It is about time that central government looked not only at the global total of the settlement but at the effects of its distribution. Mrs Williams in particular would do well to stop talking in public as if she is not aware of the real situation (which of course she is). She must be well aware that more on education means less elsewhere and news also in the form of a decline elsewhere in the country.

In your leader ("Signs of a slight thaw", November 25) you say that "a modest improvement is expected through the employment of extra teachers" but it is difficult to see how this is to be achieved in the context of government guidelines which envisage a worsening on the education service of 0.6 per cent, in real terms.

Let me spell out the position as at present. It looks as if it might turn out in Kent, particularly if we are responsible and adhere to government guidelines. May I em-

phasize, first, that we have just grant as an authority for four years now and that Kent County Council interns of 1977 prices has lost over £25m to date and may lose as much as another £8m this year. For education this has meant over £6m cut (1978 prices) so far, and as government guidelines level we seem to face further cuts in 1978-79 which may well amount to nearly £3.5m. One can hardly restore past cuts when facing new cuts, much less get back on course.

You also suggest that "there is some moderation, too, in the financial assault on the counties". In Kent the possible loss of grant in 1978-79 of up to £8m compares with a loss of £10.5m in 1977-78 and that I hardly think warrants the title of moderation.

How far children and teachers will see the fruits (let alone taste them) of the so-called hard fighting does not depend therefore entirely on local authorities.

Growth in terms of a government guideline can actually mean a real cut on the ground, since increases, grants in numbers and the consequent need for extra capital spending to accommodate extra numbers, all rank as growth.

JOHN BARNES,
Chairman,
Kent Education Committee.

Head of house and non-person

Sir—I have waited with some interest to see if anyone would raise in your columns a query concerning what I see as the most glaring omission from the Taylor Report on the governance of schools. Is no one else as astonished as I am by the way in which it seems totally uninterested in the work of senior staff in schools? These highly qualified and experienced teachers who hold the key posts of deputy head, senior master/mistress, heads of house, heads of school, heads of department and promoted posts simply do not figure in the report, except in so far as they are subsumed in the general category of "teaching staff".

These people have vitally important managerial functions, yet Mr Taylor appears to assume that they will play no part in the running of the schools of the future, and offers no suggestions as to how the work that they now perform can continue under the structure suggested in his report. Not content with reducing the head to the status of a governor's clerical assistant, with all his present effective functions and powers taken from him, Mr Taylor and his committee have downgraded senior staff to the status of non-persons. For them there do not exist, at present such teachers have major delegated responsibilities for

such things as the day-to-day running of the school, development of the curriculum, discipline, pastoral care, links with primary schools, organizing departments, deciding on syllabus and teaching methods, assisting in the selection of new staff and so on, all of which are to be taken out of their hands. Senior teachers will lose all freedom and autonomy, for manifestly, since the head himself will have no powers, and no autonomy in decision making, he cannot continue to delegate to other staff authority that he has not got.

The Taylor suggestions completely undermine the whole structure of the modern school, built up with much care and thought over the years. Indeed it invalidates the whole concept of "posts of responsibility" for in the "Taylorized" school, the holders of such posts will have no useful function. Taylor clearly denies the existence of a profession of teaching in which experience, knowledge, skill and judgement count. All teachers, from the deputy head to the newest probationer are equal in his eyes, just "staff" with an equal right to be consulted, and exactly the same amount of influence and authority, namely the right to cast one vote for a "representative" on the governing body. Senior staff are no more to be consulted than anyone else.

Over the years most good schools have built up valuable patterns of consultation and involvement in decision-making for all staff, but inevitably, and quite rightly, with the greatest weight and influence given to those who were appointed from many competitors to the present responsible posts, and who are qualified for those posts by their experience and qualifications, and proven successes. Can these patterns really be adequately replaced by Taylor's suggested two meetings a year of the governing body, which in most schools will be composed of the main of laymen, and a tiny handful of teachers, elected, not selected?

Two questions which arise in mind are, will those laymen senior staff really be prepared to accept and operate a system in which they have responsibility but no power, and what will be the effect on their morale when decisions on the areas of school life which have always been their territory, and for whose oversight they were appointed, are handed over to a group of people whose major responsibilities may be thought to be to the staff to whom they are giving the orders? Is all this really going to improve schools?

JOAN WALLS,
Rose Cottage, Chapel Lane,
Wanborough, Wiltshire.

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More money—less buying power

Sir—All very interesting—the article comparing the salaries of different IEC teachers (TES, October 14) and the letter by C. H. Jones (TES, November 4) who compared the "amount of work done" by teachers in Britain and Germany and their salaries.

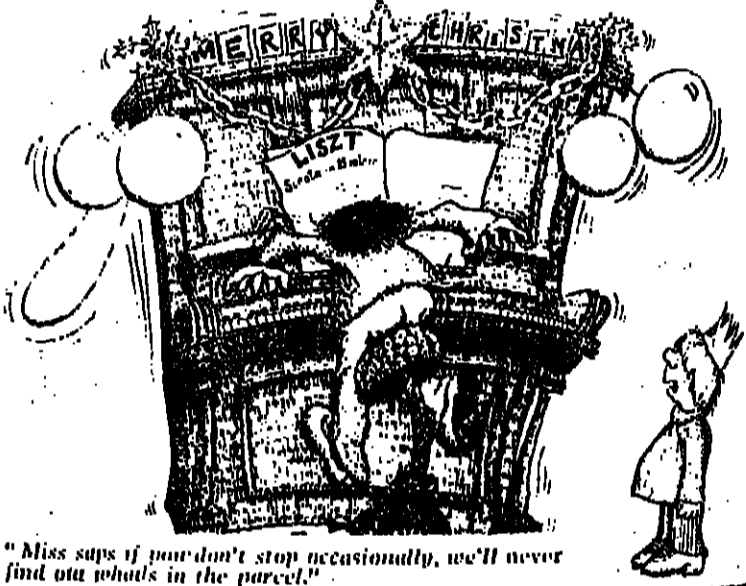
However, what nobody has yet done in this discussion is to compare the true value of the money, that is, buying power. Allow me to enlighten as regards German prices, taken that four German marks equals one pound sterling.

House, 3 rooms, new	£25,000
Small car, new	£1,500
Petrol, per gallon	£7
Motor service	£10
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Average modest housekeeping for two people (pw)	£30
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Last telephone bill (pw)	£25
For installation of telephone	£20
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I should also like to comment upon Mr Jones's remarks about "buying power". I have not prepared, marking kept up to date and teachers have enough time to switch off. All I can say is that it seems that Mr Jones has never taught examination classes in a German grammar school. Every week brings a new list of marks, plus the great amount of time needed to prepare lessons due to the deadly nature of the poor German textbooks in English.

GRAHAM WILSON
Hockley 5
7063 Weizheim
Germany



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No political plots, Dr Boyson

Sir—I refer to your article "Rickus Ruckus" (December 2) and the particular reference to my own attitude to Neasden High School.

My only exception to Dr Rhodes' praise of the school, I want schools in Brent to be worthy of praise and to receive it. I also want the officers and advisers to be supportive (and critical) to help the school to improve.

The director's coordinated appraisal gives us a rounded picture of the school and of course would support the school further, particularly in its vital early years.

May I reassure you that there are not and never have been "political plots". There is no political element of any kind in this matter and if Dr Boyson thinks there is he is completely misguided and mistaken. I have offered to discuss the matter in full and whether he wishes to take up any offer is of course a matter for him.

JOHN LEBOR,
Chairman,
Brent Education Committee.

Aristides agonistes

Sir—Which journalist allowed zeal (and mischievousness?) to outrun discretion? Which journalist did not understand that the figures given by Brent education office were incomplete? Which journalist did not ring me up to check the facts? Guess who? Yes, right in one, Aristides of the TES.

So far from being undervalued by £889.29p on capitation, the final figures show that my underspending was £3,910, involving the innumerable individual items needed in a large school. Aristides would be well pleased if he planned his personal budget as well.

Even this minuscule "underspending" is wiped out by the large additional sums above capitation which I asked for, received and spent wisely in the best procedures.

MAX MORRIS,
Willesden High School,
London, N.W.10

Voices raised in agreement

Sir—I was surprised by the reference to the "apparent ductility of the teaching unions" in Rob Dox's article (December 3) on the inspectors' report on language teaching in Surrey.

I can assure him that there is no ductility on the part of the teachers, and indeed, the survey itself is little more than an exercise in self-justification. The teachers who have been sought by the inspectors, who have not suffered the cuts in staff, and our concern over the effect they can have on the curriculum has been strongly expressed in their reports to do anything but welcome reports which confirm the points they have been making.

As your reporter says, the desire to provide adequately for language teaching will need additional staffing: this point has been emphasized many times by the staff representatives. We have made particular frays of the staffing in middle schools and in the smallest 12 to 16 schools; in both instances the application of a rigid staffing ratio is a real threat to the maintenance of a full curriculum, and this point has been acknowledged in the report.

When a local authority is prepared to do the things we want them to, it is not ductility to support them.

A. F. BOIT,
Joint Four teacher representative,
Surrey Education Committee.

Too many exam successes?

Sir—In connection with its proposed courses in science for part-time day-leavers students in further education, the Technology Education Council, decree that students who perform reasonably well in their course-work should pass the end of course exam. Undue emphasis should not be placed on formal examinations.

It would seem likely that the council has examined the past results of the Ordinary National Certificate in Science, which its course could replace, and noted that some students who have quite good course marks have nevertheless failed the exam. I would suggest, however, that the answer is not to

say that these students should pass the course, but that in the past the standards of marking of course work have not been sufficiently stringent. After all, the exams have been externally assessed, and therefore might be expected to reflect the true merit of the student.

Indeed, it would seem that the present policy of the TEC in passing off during the year is likely to be a disaster. It is likely to be a disaster, and should be replaced by a more rigorous system of assessment, and course dissatisfaction among employers.

I. J. WILCOX,
11 Boyer Mount Road,
Malden, Kent.

Letters for publication should arrive by Tuesday morning at the latest. They should be written on one side of the paper only, reserve the right to cut or amend them if necessary.

For politics, read 'religious rivalry'

Sir—"The inspectors' paper on political education is to be welcomed, but after reading only a few paragraphs I began to get a strong sense of déjà vu. For "political" read "religious" and the theme which has dominated every great debate in English education since 1870 might yet turn the 1977 polite chat into debate.

At last someone in high places has had the courage to debunk the heretical notion that educational discussion in a free society can be held by the naive and the ignorant. Only the naive and the ignorant can be peddled deliberately misleading and political issues are not involved. The important thing is to bring them into the open and to let their influence be assessed.

What must be avoided at all costs is for politics to become for education in the 1980s and 1990s what religion was at the turn of the present century. The recent madly scramble to dominate religious and managing bodies of schools seems dreadfully familiar to anyone who has studied the Anglican/Nonconformist contexts for much of the first school boards just a century ago.

Nor does Mr Norman St John-Stevens's contribution under your headline "Politics... but God save the Queen" give much ground for optimism. The TES inspectors' report is to be welcomed. There is a large body of literature, built up over the years, which considers the principles of including contentious matter within the edu-

curriculum of an open society.

The inspectors know of it. It is to be hoped that many other educational thinkers do as well. Unfortunately much of it has been concerned with religious education which many too close to ignore.

What would be tragic would be for any keen debate to start where the politicians would have us start, instead of where the inspectors would like us to begin. It has taken us a hundred years to begin to get religious denunciations and clergy looked at as objects of study within an educational context. The political ecclesiastics of the present day must be in that role from the beginning. At the same time they are not to rebuff them altogether must surely be counter-productive as well as undesirable.

Balance is essential and this is where the DES report gives a refreshing lead. It rightly recognizes that fairness is a far more desirable concept than neutrality and that commitment is essential, that is, to the principle of tolerance (not to the Crown, as Mr St John-Stevens suggests).

In defence of the principle of tolerance we must, if necessary, be more intolerant. It is encouraging also to see the acknowledgment that open-minded does not mean empty-headed, a distinction that those of us within the religious education world feel not always made.

It was K. F. Schumacher who made the point that "education which fails to clarify our central convictions is mere tinkering or indulgence". We have heard little about central convictions in the

great debate but only a fool would think that were more.

There can be no doubt from a cursory reading of the 1944 Parliamentary debate that religious education was expected to fulfill this role within the curriculum. I believe it has an important part to play in the essential task of clarifying to young people in a free society the values on which their education is based but it can no longer do so alone, indeed it is doubtful if it ever could.

Religious education has reached a critical point in its own curriculum development. The growth industry of world religions is only a part of the answer. Political education is waiting to enter the arena on much the same basis. Is it too much to hope that we might have learnt a great deal from the past 100 years?

The nineteenth century religious controversy has left religious education a legacy of vested interest, boredom and hypocrisy, because of the desire to be non-controversial. But contentious and disputatious material, rightly presented, is the stuff on which young minds grow in judgment and discernment. All that is mere instruction and training.

Those involved in religious teaching have much in common with those who would be involved in political education. Might we now try to succeed in merely continuing the tradition of producing a highly trained elite, out of touch with the real needs of the modern world.

DONALD S. BAINES,
Head of Design,
The Corsham School, Wiltshire.

Case for applied science in the common core

Sir—John Rae's contribution to one of the present arguments over curriculum reform ("Smudges on the copper crust", TES, December 2) made fascinating reading. I do not think anyone would argue, with hindsight, that the public school curriculum of 100 years ago achieved the right balance of science to classics.

But I believe there is a danger of history repeating itself in our present debate on the curriculum. The current argument seems to run "If we had had a science based curriculum in 1870, British industry would have kept up with its major competitors. We are still struggling to revive British industry, so let's have more science in the curriculum."

A closer look at the contemporary problems of not just Britain, but the whole western world reveals that stagnation of industry is only one of many factors with which the next generation will have to come to terms. If our answer is to put more science (of the analytical kind) into the curriculum at the expense of more content (technological kind), then we will probably succeed in merely continuing the tradition of producing a highly trained elite, out of touch with the real needs of the modern world.

Newly twenty years ago Crowthor observed: "The academic tradition

is not the only road by which good minds can travel. If the country is to benefit from the intelligence of all its able boys and girls, it will be necessary to rehabilitate the word "practical" in educational circles—it is often used in a pejorative sense—and to define it more clearly. . . . It is a task of importance to make this other tradition of artistic or creative education (historically a matter of professional or technical training) as much a respectable part of the general education systems as the largely analytical tradition of the schools."

These of us who are attempting to develop the practical area of the curriculum are keenly aware that an education in science is a vital part of a liberal education. In the continuing debate on the curriculum, and the possible content of a common core, we would like to see some movement away from "the academic tradition" where science is at present in danger of occupying the same contentious ground once held by Latin and Greek. An education in design and in technology is an equally vital part of modern man's understanding of his world and should be included in any common core curriculum that claims to be relevant to the needs of the modern world.

DONALD S. BAINES,
Head of Design,
The Corsham School, Wiltshire.

No easy job getting youngsters into work scheme

Sir—One is puzzled by the object of Mr Jackson's implication. Employed in the local education authority careers service are an "unsympathetic or prejudiced" towards some young people that they will maliciously deprive them of a chance to apply for opportunities in the new programme.

If the aim of his comments is to help ensure that as many young people as possible are offered an opportunity in the programme he should concentrate more on the real problems which are being most keenly emphasized by the careers service. These are:

1. The creation of an adequate number of the right kind of opportunities, i.e. which are suitable for the most vulnerable unemployed youngsters and are not approved solely because they meet the needs of sponsors of opportunities in the new programme.
2. The prevention of too high recruitment standards being set for opportunities, and
3. A recognition of the difficulties facing the careers service in actually encouraging some unemployed young people to apply for entry.

Mr Jackson too easily assumes that the unemployed young people are willing to consider openings in Government special schemes. This is not so. The procedures necessary to encourage unemployed young people to apply involve a great deal of personal guidance and counselling initiated by staff in the careers service. They do not wait for young people to ask about opportunities and the amount of concern and commitment displayed by the service in encouraging unemployed young people to apply is evidenced by the large numbers of unemployed young people at present engaged in work for training, training courses and job creation.

As at present the overwhelming majority of young people entering the new programme next year will come through the local authority careers service, it will need all possible resources, including more staff, in undertaking its crucial role. Subjective impressions of the kind made by Mr Jackson do nothing to help at a time when the service is being unappreciated.

RAY HUBERT,
Honorary Secretary,
The Institute of Careers Officers.

Textbooks that fall apart

Sir—Any of your readers who believe that textbooks can be expected to last 15 years must be living in a beautiful world. In geography a book that is five years old is really about eight years out of date and not only the staff but the books 15 years old are hopelessly outdated in content while their appearance is as dated as the content. Children seldom respect outdated books whatever their condition.

Furthermore, modern books will not last 15 years. Their bindings are weaker while many publishers like books with a short spine and long leaf which very soon results in a bookless book. The same is true of an increasing lack of care by many publishers and the treatment books receive is worse than it used to be. The use of canvas bags or no bag at all by so many gives a book more wear in a few months than used to be the case schools and mixed ability books also put books into a far larger number of unsympathetic hands and the use of topic books instead of the all-year textbooks means that if only one or two books are lost or damaged by a class this must be multiplied by the number of classes and topics.

Fifteen years ago I reckoned a loss of about 5 per cent of my stock was reasonable and 10 per cent too much. I am now lucky not to lose 25 per cent. The larger the school and department the greater the likelihood that losses will occur.

There was also a time when those who lost a book or severely damaged it could be told to pay for it or replace it—and they did. This is no longer the case and many local authorities will not support any effort to ensure the return or replacement of a book—and neither will they make good the loss themselves. No wonder our shelves are emptying fast.

A. W. ARMSTRONG,
Head of Geography,
Berran Ramsey School,
Middlesbrough, Cleveland.

Reading at risk

Sir—Your articles on declining book supplies in schools are timely reminders of a potentially dangerous educational situation. The reports, however, devote too much attention to the text book and this concern conceals a more disturbing matter.

Teaching from the text book implies that there is on the needs of all pupils—the teacher followed by the text book. One alternative is to utilize reading as a positive tool for learning and this implies providing the pupils with a variety of books of all sorts at all levels, many relating to the topic in hand—many more books than a mere text book can provide. The Bullock Report advocated this approach in chapter eight and in recommendations 88, 90, 91, 93 and 94, in addition to calling for investigations into levels of

Reading at risk

Your articles show that the current book supply barely meets the needs of an outmoded approach to teaching. It cannot begin to support a system advocated by Bullock except in those schools where the heads put an even larger proportion of the school's dwindling resources behind an easily uttered aim of the schools—the development of the pupils' language as a basis of their learning.

To keep firm in this aim at the moment demands great courage; it is easier to struggle to maintain the status quo and let development disappear like the school library through cracks between the departmental organization.

BINKS,
General Adviser (English, Drama),
Education Department,
City of Sheffield Metropolitan District.

EOC—no question of transfer

Sir—I was surprised to see in your correspondence columns further reference to reports of alleged recommendations to the Equal Opportunities Commission. I would have thought that readers of the TES and members of Western Media would have realized that there could be no question of the commission transferring its functions in the area of education to the

DES, as these are statutory requirements under the Act.

May I, therefore, make it quite clear that there has never been any intention of the commission closing its education section, nor has there been any recommendation to that effect.

BETTY LOCKWOOD,
Chairman,
Equal Opportunities Commission.

Member of the Building Societies Association

Change the industry boards

Sir—You point in your leading article of November 18, "A way through the woods", for the need for changes in the pattern of industrial training to give proper attention to the needs of the 16 to 19 age group. One way to achieve this, and to avoid the creation of more committees, would be to reform the present industrial training boards and to direct their attention more towards this area.

While the statutory boards have company, trade union and educational representatives (although these last represent mainly technical training interests) they devote the great proportion of their resources to working for the benefit of the companies and both boards and companies are not over-concerned with the needs of the 16 to 19 age group at work, or even less those not yet at work.

The industrial training boards ought to be working with a few-very division of work for companies, unions, education and lastly in areas towards a national strategy. This could be reflected in the financing of their operations; a levy on companies and unions and funding from both the DES and TSA. The present boards can be rationalized by bringing them together to represent industrial sectors of roughly comparable size and the exemption from levy should be granted to only the very smallest companies. Training boards would also be needed for the nationalised industries and those industrial sectors not yet covered by boards.

These new boards would then work closely with the education system and their industrial knowledge, contacts and experience would be available for the whole 16 to 19 age group.

BRIAN JARVIS,
Ashant Road,
Charleywood, Herts.

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- Diploma in the Teaching of Educationally Subnormal Children
- Diploma in the Education of Maladjusted Children
- Diploma in the Advanced Study of the Education of Deaf Children
- Diploma in the Education of Physically Handicapped Children

These one-year full-time courses provide a unique opportunity for studying the development of normal children side by side with the study of children with various handicaps.

Applicants should be qualified teachers with normally not less than three years' experience (five years' for Diploma in ESN generally required). Successful candidates will be eligible to apply for financial assistance as set out in the Programme of Long Courses for Qualified Teachers issued by the Department of Education and Science.

*This Diploma can also be taken as a two-year part-time course. Applicants must be qualified teachers of the deaf.

Full details of all these courses may be obtained from the Academic Registrar, University of London Institute of Education, 20 Bedford Way, London WC1E 0AL, to whom applications should be returned not later than 31 January, 1978.

Homerton College Cambridge One Year Full-time Course in THE TEACHING OF MATHEMATICS

In 1978-79 Homerton College will (subject to D.E.S. approval) offer a one-year full-time course in the teaching of mathematics. This course is intended for qualified teachers with at least three years' teaching experience who did not specialize in mathematics during their initial training. The course will be concerned with the teaching of mathematics to pupils of secondary age. The aim of the course is to enable course members to teach mathematics with confidence up to "O" level.

Intending applicants should inquire at once about the possibility of secondment. For further details and application forms, write to the Registrar, Homerton College, Cambridge CB2 2PH.

Sport



Dawn Cornwell (holding trophy) with other members of the Sedgill School team and Harry Greenway, chairman of the London Schools' Horse Society.

Young riders seek a 'supreme champion'

Schoolboys and girls are joining leading riders from all over the world at Olympia, London, this week for the annual Christmas Show, the last of the great horse shows of the year.
 Today's events include a top riding competition for schools—a prize capilli test, which will be judged by Jenni Lovison-Clarke, an international show-jumper.
 Competitors will include this year's champion boy rider, Adrian Duncan, an 18-year-old sixth-former of Sir William Collins School, King's Cross, London, and Dawn Cornwell, a 16-year-old fifth-former from Sedgill School, Lewisham, who led her school team to victory in this year's London schools championships.
 The winner will be the first to earn the title of "supreme individual schools' champion".
 Each rider is expected to perform a series of movements from memory on a strange horse and at the three paces of walk, trot and canter. Two jumps form part

of the test. Marking is based on the correctness and precision of the riders' aids rather than on the performance of the horse. This means that the winner may have ridden a very ordinary animal rather than a quality champion. The test is designed to be fair to everybody.
 Among the riders and spectators will be pupils and teachers from many of the inner London schools, where riding is on the curriculum. They will also be attending the annual riding teach-in which has been part of the Olympia Show since its beginning. This includes a special programme designed to further their interest in and understanding of horses and their mental and physical capabilities and problems.

Experts throng to conference

About 120 experts from schools, higher education and local authorities are expected to attend the Schools' Council national physical education conference at Millfield School today and tomorrow.

Mr Colin Atkinson, Millfield's head, and a former Somerset cricket captain, is chairman of the Schools' Council PE Committee. He is also a member of the working party on centres of excellence set up by Mr Denis Howell, the Minister for Sport.

Main themes of the two-day conference will be the place and purpose of PE in schools, evaluation in PE departments and the link between physical exercise and health.

There will also be forums on centres of excellence, PE exams,

dance and its place in the curriculum.

Speakers will include Professor Harry Thompson, head of PE at Loughborough University; Mrs E. Maddon, formerly principal of Lady Mabel College; Mr L. Almond, of the Curriculum Research Unit, Loughborough; Dr C. Davies, department of physiology, Chelsea College.

Mr Atkinson says the conference will be "a national forum that will demonstrate physical educationists' awareness of, and concern for, current educational interests".
 Millfield, which is famous for its sporting achievements, will again become a "village of education" for a month next summer, with some 250 courses on sports coaching, academic topics, music and other creative arts.

Move to put new life into cricket

by Stanley Levenson

The Cricket Council, the governing body, has begun massive inquiry into junior youth cricket. It is regarded as vitally important for the future of the sport.

All levels of cricket, from school to international, have been asked to cooperate. The aim is to assess every possible factor so that the special committee of inquiry can recommend any action or changes in organization... with the overall objective of enabling more young people to play and enjoy the game and improve facilities and standards.

Mr George Mann, the former England captain who chairs the committee of inquiry, said: "A lot is being done at the moment, but there is still plenty of scope for young people to be able to play cricket, particularly in schools. This inquiry will give us the hard evidence we need to proceed."

This hard evidence is being accumulated through a series of questionnaires which require answers of the most detailed kind. For example the various sections of schools cricket are being asked questions, most of them with no divisions.

And they, like all the others, are also being asked for suggestions for making improvements.

The Cricket Council also intend to get in touch with local education authorities early in the year, but the method to be used will be decided after consultations with chief education officers.

Although the English Schools' Cricket Association does not have a representative on this special youth commission, it was consulted and supports the venture. Mr Cooper, the secretary, says: "I can do nothing but good."

This is the first research project carried out by the Cricket Council, which is treating the matter with extreme seriousness.

Meanwhile the schools association has been conducting some research of its own—into artificial pitches.

The result of this study will be made known shortly.

Ski winners

George Watson's College, Edinburgh, won the British schools' championship on the 11th and 12th of Edinburgh, at the weekend.

High School, Edinburgh was second and Edinburgh Academy, third. First girls' team was St. George's School, Edinburgh, and the first non-Scottish school was Edward VI, Southampton.

Help for the badminton novice

Badminton novices will get a good deal of help from a new coaching manual by Judy Hashman and Jimmy Jones. It is easy to follow and can copy their progress from pictures if they are "too shy" to speak. The manual is £2.95.

For the general trend is not limited to the urban poor. It applies to all strata of society: middle class families in cities, suburbs, and rural areas are changing in similar ways. Specially, in terms of such characteristics as the proportion of working mothers, number of adults in the home, single-parent families, or children out of wedlock, the middle class family of today increasingly resembles the lower income family of the early 1960's.

What are the implications of these trends? Who cares for America's children? Who cares?

At present, substitute care for children, care of whatever form—nursery school, group day care, family day care, or just baby-sitting—falls far short of the need. In speaking of need, I have in mind subjective feelings, but an objective situation in which there is no competent, responsible person available to care for the child.

Who cares for America's children?

When families become as important as football or firearms, the divorce rate will take a deep plunge, non-readers will cease to be a national problem, juvenile delinquency will experience dropouts, and neighbourhoods will once again become places for people of all ages to live together.
 Urie Bronfenbrenner, author of *The Two Worlds of Childhood*, on the crisis in American family life

There are many forces that shape child into adult. But, at least at the beginning, almost all of them arise from or are mediated by the institution that bears primary responsibility, especially in our society, for the care and quality of the next generation—the American family.

What has been happening to the American family in recent decades, and what is likely to happen, at least in the immediate future? The answer to that question is rather clear. The American family has been falling apart. It is also becoming disconnected from the rest of society.

What is the evidence for these statements? Recently I completed an extensive analysis of all the data available from the United States Census hearing on changes in the American family from the Second World War to the present. What these data reveal is progressive fragmentation and isolation for the family in its child rearing role.

Every year more and more mothers are going to work, now more than half of those with school age children, more than one-third with infants under three; the number of all those mothers are working fulltime. As many more mothers go to work, the number of adults left in the home who might care for the child has been decreasing in two ways.

First, what sociologists call extended families, those that contain other adult relatives besides the parents, have been gradually shrinking and disappearing. But shrinkage and disappearance have been even more pronounced in the so-called nuclear family, consisting of mother, father, and children. Today, more than one in every six children under 18 is living in a single-parent family, with the one parent generally also being the head of the family and holding down a job, usually full-time.

All of these changes are occurring more rapidly among younger families with small children, and increase with the degree of economic deprivation and urbanization, reaching their maximum among low income families living in the centre of our largest cities. Although levels of labour force participation, single-parenthood, and other related variables are substantially higher for blacks than for whites, those families settings show similar rates of change. The critical factor, therefore, is not race, but the conditions under which the family lives.

For the general trend is not limited to the urban poor. It applies to all strata of society: middle class families in cities, suburbs, and rural areas are changing in similar ways. Specially, in terms of such characteristics as the proportion of working mothers, number of adults in the home, single-parent families, or children out of wedlock, the middle class family of today increasingly resembles the lower income family of the early 1960's.

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At present, substitute care for children, care of whatever form—nursery school, group day care, family day care, or just baby-sitting—falls far short of the need. In speaking of need, I have in mind subjective feelings, but an objective situation in which there is no competent, responsible person available to care for the child.

The kind of objective need can be measured in millions of children under the age of six, not to mention the millions

more of school age youngsters, so-called "latch-key" children, who come home to empty houses, and who contribute far out of proportion to the ranks of pupils with academic and behaviour problems, who have difficulties in learning to read, or who are dropouts, drug users, and juvenile delinquents.

Unfortunately, statistics at a national level on the state of the child are neither as comprehensive nor as complete as those on the state of the family. There is a lack of information about parents; much less about children. Nevertheless, the available data do suggest a pattern that strikingly parallels the trend observed for changes in the family.

Specially, concomitant and consistent with shifts in the structure and position of the family, are changes in indices reflecting the impaired well-being and development of children. Youngsters growing up in low-income families are, of course, at especially high risk of damage physically, intellectually, emotionally and socially. The evidence also reveals declining levels of academic performance and rising rates of child homicide, suicide, drug use, and juvenile delinquency.

Tronically, many of these trends find

their strongest expression in the institutions of society bearing primary responsibility for the preparation of children and youth for participation in adult society—the nation's schools. For example, a recent report of the Committee of the Judiciary of the United States Senate, "Our Nation's Schools—A report card: 'A' in School Violence and Vandalism" emphasizes that the pattern is not restricted to big cities and their slum areas; as the title implies, it is a national phenomenon. School vandalism is now as American as apple pie.

The fact that the signs of progressive disarray are not limited to the poor and non-white is most clearly apparent from data on academic achievement. A recent comprehensive study sponsored by the Ford Foundation reveals that the decline in academic achievement is manifested among pupils from all segments of the society. A recent study conducted by the United States Office of Education reveals that the deficiencies are not confined to test scores, but extend to skills required for everyday living.

How are we to explain these changes for American families and their children? Is the progressive fragmentation and

isolation for the family we documented earlier producing the decline in the intellectual and social competence of children and adults? Or are both the products of prior and deeper forces of disruption in contemporary society?

The data themselves do not permit an answer to the question. In the language of social science, correlations, especially between variables over time, cannot prove cause and effect. We shall have to seek for explanation elsewhere.

In order to do so, I ask you to make an assumption about what the data mean. The assumption is that they mean trouble, trouble for children and those responsible for their care.

If you are willing to make that assumption, then we are in a position to put the most important question: What can we do about it? What can we do to avert, or even only to reduce a little, the disarray that is growing in the lives of America's children and families?

What do the research data say about the needs of young children? Here, is what they say to me. In order to develop physiologically, mentally, emotionally, motivationally, socially, and morally, a child requires for all of them the same thing:

Proposition 1. In order to develop, a child needs the enduring, irrational involvement of one or more adults in care and joint activity with the child. By irrational involvement, I mean somebody has got to be crazy about that kid! What do I mean by joint activity? That brings us to:

Proposition 2. The psychological development of the child is brought about through his continuing involvement in progressively more complex patterns of reciprocal activity with persons with whom the child develops a strong and enduring mutual emotional attachment. By a strong and enduring mutual attachment I mean a love affair that does not break up—that lasts a long, long time.

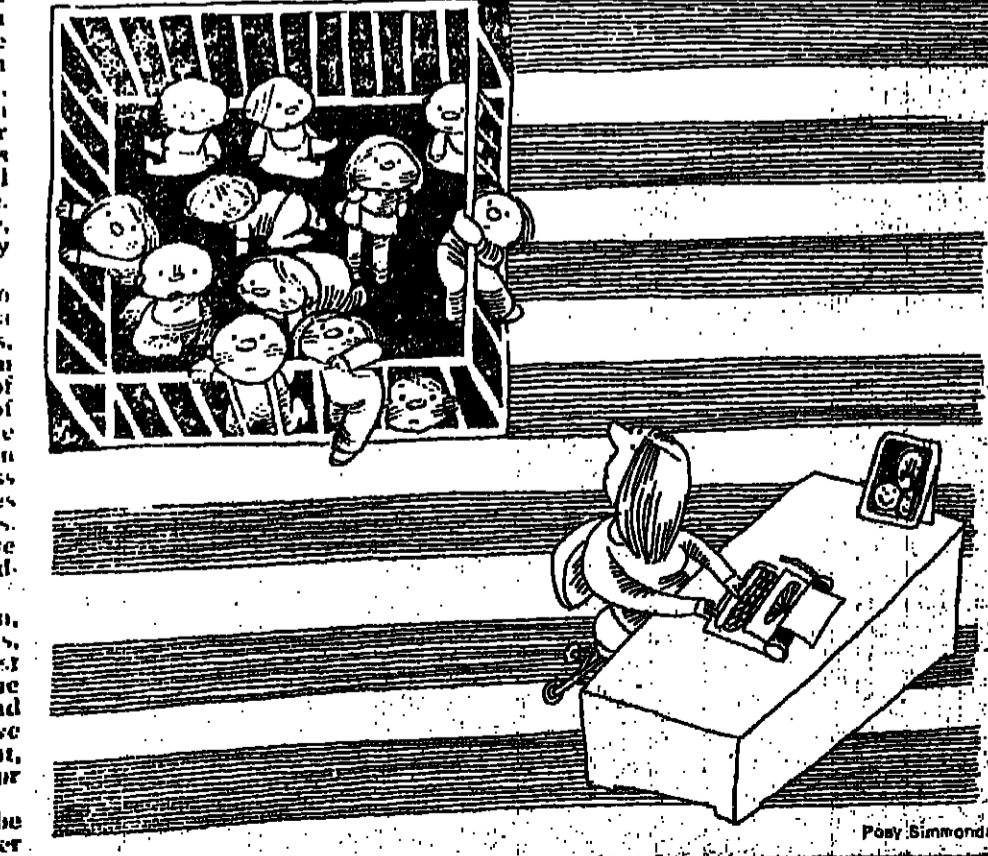
But as Bruno Bettelheim has emphasized in the text and title of one of his books: "Love is not enough." Love must involve action, specifically care, and progressively more complex activity with the child.

In fact, Proposition 2 implies not that love generates care and action, but the reverse: it is after the child engages in intensive reciprocal activity with someone that he then develops a strong and enduring emotional attachment. This brings us to:

Proposition 3. The involvement of caretaker and child in patterns of progressively more complex reciprocal activity generates an emotional bond, enhanced motivation, and cognitive and manipulative skills that are mutually reinforcing in both participants, are then reflected in the child's competence and cooperation in other situations, and thereby facilitate the child's future development. What are the conditions that determine how well children's needs can be met? What do the research data say?

Proposition 4. To develop the enduring involvement of one or more adults in care, activity, etc., requires social policies and practices that provide opportunity, status, encouragement, example, and approval for parenthood. Not only relatives or professionals, but friends, neighbours, work associates—people who do not carry any direct responsibility for the care and well-being of children or families.

Not only on the part of service and



Paul Simmonds

Continued from previous page educational agencies—but of all the other major institutions of society—formal and informal—state and local government, the mass media, the legal system, transportation facilities, means of communication, shopping facilities, working hours, patterns of recreation and social life, the separation of residential and business areas.

We may sum up all these factors under two main headings: neighbourhood and the world of work, which in the United States of America means companies and corporations. Here is where the crux of the problem lies. The issue is not who cares for children, but Who cares for those who care?

Some time ago, I completed for the National Academy of Sciences a review of systematic research on the effects of early intervention programmes conducted for children from disadvantaged backgrounds. The studies covered a wide variety of projects, ranging from group pre-school programmes in the manner of Head Start, through tutoring efforts, to home visits involving both mother and child. Some strategies turned out better than others, but the most important finding concerned certain factors that predicted how successful any programme

would be, regardless of the method or content.

When the broad winner was unemployed, the family income below the poverty line, many children crowded into a small space, and only one parent present, without much schooling, then no intervention programme, whatever the strategy employed, was able to be very effective. Conversely, children from families that were not subjected to these stresses were more likely to benefit from whatever opportunities were provided.

In short, as we discovered at the very outset of our inquiry, the critical factor is the conditions under which the family lives. And these conditions are usually not in the family's power to control. For example, take the problem of finding a job. Clearly, our national policy on unemployment rate has implications for what happens to children.

It is important to recognize what these conditions mean in concrete terms. As a case in point, we may take the 2.3 million children under six, whose mother is a single parent and also the family head. What are the economic facts of life for these children? For comparative purposes let us look first at the situation of all six-year-olds living in two-parent families. Based on the latest available data from

the United States Census, the median income for such families was \$12,886. But for more than one-eighth of the nation's six-year-olds whose mothers are single parent heads of families, the median family income in 1974 was just under \$3,900. An instructive contrast is provided by the median income of single-parent fathers who have children under six; that figure in 1974 was \$9,200.

In other words, it is only the single-parent mother who finds herself in severely straitened circumstances. Economic deprivation is even more extreme for single-parent mothers under the age of 25 who are family heads. Such a mother, when all her children are small (ie, under six), must make do with a median income of only \$3,021. Yet there are more than half a million mothers having to live under these circumstances, and they constitute almost a quarter of all single-parent mothers with children under six.

Family break-up is not the cause of broken children, it is an effect. Broken families and broken children are the products of national neglect. And they are not the only victims. It's not just children, it's the old, the sick, the disenfranchised, any group that isn't young, sexy, and "making it."

But it is also a matter of approach. When we build a physical delivery system—a space vehicle, a new airplane model—we proceed systematically. There is a planning phase, followed by pre-testing, first of every separate component, then of sub-systems, finally the system as a whole. At each stage inadequate designs are sent back to the drawing-board, often many times. We expect it. We know that it is the only way to make things work. That is American pragmatism. It, too, is as American as apple pie.

But when we plan social programmes, we do not do any of that. We just make a rough sketch, and start building. There is no such thing as field trials. We do not even test the pieces fit. We just launch the whole thing, and watch it fall apart, and leave human beings stranded. Our welfare system is a case in point. If one set about deliberately to design a

not a caring society. We want to do our own thing. We are unwilling to make irrational commitments—to children, to families—grandparents, relatives, even to our wives and husbands. We are unwilling to make irrational commitments not only in the family, but beyond—to friends, neighbours, community, indeed, to our country.

When I describe what other societies are doing, many people respond by saying: "We couldn't do that in our country—we have no common goals, no shared values—we are all different."

One thing I have learned from cross-cultural research over the past two decades really surprised me. Yes, we are different—not from each other, but from every other modern society.

The United States is now the only modern industrialized nation—the only one—that does not insure health care for every family with young children.

The United States is now the only modern industrialized nation—the only one—that does not guarantee a minimum income level for every family with young children.

The United States is the only, modern industrialized nation—the only one—that has not yet established a nationwide programme of child care services for children of working parents.

and the sixth-formers themselves admit—that an adult in the class limits the worst behavioural excesses, as well as adding depth to discussions. There is less giggling and whispering at the back.

Other staff have had difficulties with people struggling to write their first essay in 14 years, or insisting on examining from out-of-date textbooks, but have welcomed the newcomers, particularly in subjects like sociology or English, where they can make the most contribution.

They do bring with them a wider personal experience. Children always prefer first-hand knowledge, and classes at Loughborough have not in vain attention as a 49-year-old nurse went into fascinating detail about miracle healings in the Bible, or a woman owning a flat in Spain recounted her own difficulties with the language in the local shops.

It is also refreshing to have essays handed in on time, and some genuine appreciation of things the children take for granted, like audio-visual aids. The enthusiasm of people only too glad to snatch an educational opportunity they thought they missed rubs off on the class, where a more fashionable boredom usually exists. The idea of people actually returning to school voluntarily is intriguing, not to say downright amusing to some of the younger ones.

"They thought I was crazy," says 33-year-old Philippa Dudge, back for her first taste of classroom discipline since she left her secondary modern at 14 with one art O level. "The younger ones would titter and stare. It took quite a bit of courage to sit through it." She now has biology O level grade C and English literature grade B, and is studying English literature and sociology. "I mucked about at school, really. But I got fed up with my office job and wanted to do something better. I couldn't get into a night school because my husband is a shift worker, so here I am. It has certainly expanded me mentally."

"I do prefer studying with the sixth form; they are nearly adults and you treat them as such. I get on with them very well, we chat, discuss things. I think the teacher was a bit put out at first by the younger than me. But we got going now. I find kids are allowed to discuss things more than I was at school. In my day you just sat and listened, and if you didn't listen you looked out of the window."

Younger women with children have outnumbered men at Burleigh, although there have also been unemployed learning a local policeman, a pensioner of 70 learning script, and young Asians too old to go to school and unable to find the subject they wanted at the local tech. But the college offers a lot to young women otherwise tied to the home—a crèche, cheapness (£9 for an O level, £11 for an A level, half fee for each additional subject and £5 examination fee) and the chance to be free at the end of the day at the same time as their own school age children.

Another 33-year-old, Maureen Chantry, left school at 15 and found she was getting something of an inferiorly complex sitting around at home. She now has two grade A O levels—English literature and language—and is, she hopes, on her way to getting the qualifications needed for art school. She is Burleigh's only full-timer—the county pays her fees—and has just been elected to the governing body, where she hopes to act as the children's "rep."

"I was disappointed at first with the literature classes because I wanted to go deeper than it was necessary to do at that stage. But it made the pace easier. I wouldn't want to work any faster. If the teacher asks the class something I never answer unless asked to. I hold back a lot. I find it easier being full-time here than studying at night school, which is full of people who see whatever they are doing as a hobby. Here I really get to work—I discipline my mind. I go home on the school bus and then do my homework. You have to have a sense of humour. There's nothing the kids like better than to see you blunder."

But the benefits are not just for the adults. Talking to the children, it was obvious that the exercise was an eye-opener for them. "It teaches them that learning doesn't stop the minute you leave school," said one member of staff. "It lessens the division between school and life after school." Normally good pupils seemed to be stimulated and extended by having adults around. Poorer pupils might feel dominated but they would probably be dominated by their brighter classmates anyway.

Staff at the college are now fully geared to the operation. The only difficulties arise when an adult on a two-year course fits in with one year's timetable and the next. All timetable, staff and community education department as an extension of the work it does for adults already on the premises.

Students are selected carefully. Not all candidates may be suitable. Three out of five of their 25 entries dropped out before they got to the classroom, largely because of personal difficulties in getting to the college or arranging free time to devote to study. Successful ones are then advised on what course to take—English is considered a good subject to start on. The failure rate is low: of nine O level candidates this year, only one failed, and there were two grade As, four Bs and two Cs.

Students may not want to carry on beyond GCSE, but Burleigh is delighted that it now has one former student studying English and philosophy at Nottingham University, two on Open University courses—one of whom is going on to Loughborough University—and one at a college of education.

Guidance and advice for all parties—teachers and taught—is essential. "You can't divorce education from community and social work," is the attitude in the community office, where staff and pupils bustle in and out, it is difficult to tell

How come we can deliver modern and survival systems to the moon, but cannot deliver health care to the neighbourhood? If we are so good at material technology, why not social technology as well?

The problem, of course, is one of priorities: What do we think is more important?

But it is also a matter of approach. When we build a physical delivery system—a space vehicle, a new airplane model—we proceed systematically. There is a planning phase, followed by pre-testing, first of every separate component, then of sub-systems, finally the system as a whole. At each stage inadequate designs are sent back to the drawing-board, often many times. We expect it. We know that it is the only way to make things work. That is American pragmatism. It, too, is as American as apple pie.

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system that could not work, one could hardly do better.

Why do we succeed so brilliantly in one sphere, and fail so spectacularly in the other? As pragmatists, we say, and we believe, that every problem has a solution. But when it comes to human beings we have a different view: "You can't change human nature."

The underlying credo reflects another, sterner facet of our individualism: Each person is responsible for himself. If he succeeds, it's mainly to his own credit; if he fails, it's his own fault; and he's only getting what he deserved. Helping him, or her, won't work. He shouldn't be helped. He has to learn to "try harder" to "stand on his own feet."

Witness the American ideal, the Self-Made Man.

But there is no such person. If we can stand on our own two feet, it is because others have raised us up. If, as adults, we can lay claim to competence and compassion, it only means that someone else was willing and able to commit their competence and compassion to us as children. What my discipline teaches is that there is no other way.

It is important to believe that every human being has the potential to become a person—someone who can contribute to the lives of others and to the com-

unity in which he lives. If he doesn't, it is because he is prevented by existing circumstances. If these circumstances are changed, the human potential can be fulfilled.

What are these circumstances? I can anticipate five general areas in which families are likely to experience severe stress, and suggest some possible areas for action:

1. Basic health care both for children and parents.
2. The need for employment and a minimum family income.
3. Family support systems: substitute care, home visiting, help in emergencies, information, ombudsman and advocacy functions.
4. Problems and solutions in the world of work: the need for flexible job schedules, sick leave for working parents when children are ill, part-time employment without penalties (a Fair Part-Time Employment Practices Act).
5. Building neighbourhoods in the service of families: exchange and cooperation among parents, forging ties between home and school, building bridges between school and the world of work, giving teachers support instead of criticism, involving school children in meeting community needs, coping with local vandalism and violence, developing family

impact statements on the possible effects of community decisions on the lives of parents and children.

If we act on these problems, the awesome trends I described at the outset will be with us no longer. When families become as important as football or firearms, the divorce rate will take a deep plunge, non-readers will cease to be a national problem, juvenile delinquency will experience dropouts, and neighbourhoods will once again become places for people of all ages to live together.

But what about "doing your own thing"? Doesn't that conflict with the course of action that I am proposing? Yet, it does. But it is not our only value as Americans. We have other beliefs in our tradition—beliefs that speak to *unum*, not just *pluribus*—to the welfare of others, not just self-gratification—to concern not just for ourselves, but for our children.

This paper is based on work done with the Advisory Committee on Child Development of the National Academy of Sciences/National Research Council and the New York State College of Human Ecology Institute on the American Family. It was condensed by Anne Trajten, Urie Bronfenbrenner is professor of human development and family studies, Cornell University.

In praise of older students

It is in the forefront of a movement which sees it as healthy, natural and cost-saving to fill empty seats in classrooms with education-hungry adults' Caroline Haydon reports from Burleigh Community College in Leicestershire

Four years ago two adults walked into a school in Leicestershire, and asked if they could join that year's O level literature class. Mildly surprised, the school agreed. The students—two women in their early twenties—got their O levels. The school—Burleigh—got quite a pleasant shock. Not only did teachers and pupils not mind the experiment, they seemed to enjoy it.

Since then, more than 50 adults have passed through Burleigh, many carrying away with them hard-won and much-treasured exam diplomas. Children have become used to seeing students old enough to be their mother or father in the middle of a class; teachers have learned to cope with older if not so much wiser pupils; and the county council has sanctioned the entire proceedings.

The ease with which the scheme got off the ground at Burleigh is partly explained by the fact that the school is really a community college, half its 2,400 roll being adults who have their own day and evening classes, on the Loughborough campus. It was only a question of mixing the grown-ups with the children in the classrooms and corridors—a natural extension of the community college ethos—as one staff member put it.

Burleigh now considers it has finished experimenting: 20 to 30 adults are accepted into school classes every year as a matter of course. It is in the forefront of a movement which sees it as healthy, natural and cost-saving to fill empty seats in classrooms with education-hungry adults. And it is a movement that is growing. In Leicestershire there are now 70 adults in nine of the county's 30 community colleges. Elsewhere, secondary schools at Hillingdon, Middlesex, Boudouville, Sussex, and Marlborough, Wiltshire, have made the news with similar schemes.

But no one really knows how many schools are taking in adults—the DES says vaguely it does not think the practice is "very widespread", but it has no figures. Experiments tend to be conducted quietly and as far away as possible from the glare of local publicity to ensure their survival. In Nottinghamshire a scheme at Kimberley Comprehensive began about a year ago without anyone taking much notice, lasted half a term, then fizzled out just as quietly because a ballot showed that the majority of staff were not in favour.

The worries are understandable. What

happens if a harassed 30-year-old, unable to cope with the intricacies of the future perfect, lights up a cigarette in the Latin class? What happens if he or she jumps in with the answers before even the class know-all has had time to think? Is it possible to keep classroom discipline with adults present?

At Burleigh they don't pretend there are no problems. The staff of three in the community education department admit it is probably easier to integrate adults with more relaxed, informal sixth-form groups than a 30-strong O level history set—though that doesn't stop them trying the latter. They just choose the adult and the class very carefully. Nor are they happy about putting parent and child in the same class. That has not yet happened, although a father and daughter have both been on the premises at the same time without any unfavourable reaction from either.

But the college has been successful far too often to see the difficulties as insurmountable. Of course adults must submit to school discipline, including no-smoking rules. Of course teachers have to learn to teach students often older than themselves, students who remind them rather sharply of the supervisors they used to have in the old probation days and who might ask even more awkward questions.

Usually one or two adults per class is the maximum allowed. But there is one exceptional class at Burleigh where two 16-year-olds share a new O level sociology course with six adults. It helps that the two younger ones, Cliff and Debbie, are bright, resilient children who are keen on the course, which would have been scratched from the timetable without the adults to make up numbers.

But both are singularly unconcerned about their unusual classmates. "They come here to learn", says Cliff. "I think it's all right. They can help", says Debbie, who admits to being a bit busy about things like communion, and welcomes the adults' more informed comments. In experiments elsewhere, staff and pupils have noted that, while adults will very often ask questions pupils will not ask themselves, the pupils are always full of attention to hear the answers.

Sociology teacher Mike Grove is pleased with his class. He doesn't think the children are overawed. "As the teacher, I think it is my responsibility to see they are not, and I am very conscious of the problem. For instance, I don't just ask open questions. I direct a particular question at a particular person, going round the whole class."

Mike Grove also takes a small A level sociology class where one woman works with about eight sixth-formers. He finds

—and the sixth-formers themselves admit—that an adult in the class limits the worst behavioural excesses, as well as adding depth to discussions. There is less giggling and whispering at the back.

Other staff have had difficulties with people struggling to write their first essay in 14 years, or insisting on examining from out-of-date textbooks, but have welcomed the newcomers, particularly in subjects like sociology or English, where they can make the most contribution.

They do bring with them a wider personal experience. Children always prefer first-hand knowledge, and classes at Loughborough have not in vain attention as a 49-year-old nurse went into fascinating detail about miracle healings in the Bible, or a woman owning a flat in Spain recounted her own difficulties with the language in the local shops.

It is also refreshing to have essays handed in on time, and some genuine appreciation of things the children take for granted, like audio-visual aids. The enthusiasm of people only too glad to snatch an educational opportunity they thought they missed rubs off on the class, where a more fashionable boredom usually exists. The idea of people actually returning to school voluntarily is intriguing, not to say downright amusing to some of the younger ones.

"They thought I was crazy," says 33-year-old Philippa Dudge, back for her first taste of classroom discipline since she left her secondary modern at 14 with one art O level. "The younger ones would titter and stare. It took quite a bit of courage to sit through it." She now has biology O level grade C and English literature grade B, and is studying English literature and sociology. "I mucked about at school, really. But I got fed up with my office job and wanted to do something better. I couldn't get into a night school because my husband is a shift worker, so here I am. It has certainly expanded me mentally."

"I do prefer studying with the sixth form; they are nearly adults and you treat them as such. I get on with them very well, we chat, discuss things. I think the teacher was a bit put out at first by the younger than me. But we got going now. I find kids are allowed to discuss things more than I was at school. In my day you just sat and listened, and if you didn't listen you looked out of the window."

Younger women with children have outnumbered men at Burleigh, although there have also been unemployed learning a local policeman, a pensioner of 70 learning script, and young Asians too old to go to school and unable to find the subject they wanted at the local tech. But the college offers a lot to young women otherwise tied to the home—a crèche, cheapness (£9 for an O level, £11 for an A level, half fee for each additional subject and £5 examination fee) and the chance to be free at the end of the day at the same time as their own school age children.

Another 33-year-old, Maureen Chantry, left school at 15 and found she was getting something of an inferiorly complex sitting around at home. She now has two grade A O levels—English literature and language—and is, she hopes, on her way to getting the qualifications needed for art school. She is Burleigh's only full-timer—the county pays her fees—and has just been elected to the governing body, where she hopes to act as the children's "rep."

"I was disappointed at first with the literature classes because I wanted to go deeper than it was necessary to do at that stage. But it made the pace easier. I wouldn't want to work any faster. If the teacher asks the class something I never answer unless asked to. I hold back a lot. I find it easier being full-time here than studying at night school, which is full of people who see whatever they are doing as a hobby. Here I really get to work—I discipline my mind. I go home on the school bus and then do my homework. You have to have a sense of humour. There's nothing the kids like better than to see you blunder."

But the benefits are not just for the adults. Talking to the children, it was obvious that the exercise was an eye-opener for them. "It teaches them that learning doesn't stop the minute you leave school," said one member of staff. "It lessens the division between school and life after school." Normally good pupils seemed to be stimulated and extended by having adults around. Poorer pupils might feel dominated but they would probably be dominated by their brighter classmates anyway.

Staff at the college are now fully geared to the operation. The only difficulties arise when an adult on a two-year course fits in with one year's timetable and the next. All timetable, staff and community education department as an extension of the work it does for adults already on the premises.

Students are selected carefully. Not all candidates may be suitable. Three out of five of their 25 entries dropped out before they got to the classroom, largely because of personal difficulties in getting to the college or arranging free time to devote to study. Successful ones are then advised on what course to take—English is considered a good subject to start on. The failure rate is low: of nine O level candidates this year, only one failed, and there were two grade As, four Bs and two Cs.

Students may not want to carry on beyond GCSE, but Burleigh is delighted that it now has one former student studying English and philosophy at Nottingham University, two on Open University courses—one of whom is going on to Loughborough University—and one at a college of education.

Guidance and advice for all parties—teachers and taught—is essential. "You can't divorce education from community and social work," is the attitude in the community office, where staff and pupils bustle in and out, it is difficult to tell



An adult at Burleigh (right of group) with younger O level literature students: "find kids are allowed to discuss things more."



an adult from an older-looking sixth-former, and where the staff are often literally left holding the baby—the crèche is not always open. In this informal, friendly atmosphere most difficulties can be ironed out—another advantage of the community college set-up.

Peter Danks, community education head and deputy principal of the college, thinks the scheme is increasingly performing a community service. "What has happened is that we are getting a growing number of single parents. For them we are both a point of social contact and a second chance for them to make their way in the world."

He sees this sort of education as a way of using wasted resources in these days of falling rolls. But he also sees it as something more important. "It does point to a time when we will break down the barriers between school and the outside world, when we will start using the expertise in the community in schools.

There has to be a growing awareness that education is a continuing process. Our technology is changing rapidly, but there is an amazing resistance to learning in later life. The average worker can be very reluctant to retrain." Peter Danks is also quite aware that what is happening at Burleigh blurs the rigid distinction between schools and FE.

That was the problem Leicestershire education committee came up against when they decided to put the scheme on a proper footing back in 1973, before acceptance of adults on a goodwill basis became so widespread in the county's schools that it upset staffing ratios. A

suggestion that staff involved in teaching adults and students together should be paid extra at FE rates was turned down. Instead a formula was worked out giving colleges extra part-time staff according to how much adult teaching was being undertaken. Money comes from the FE budget. Burleigh has so far gained half a teacher under the scheme.

Official union reaction is not encouraging. Neither the National Union of Teachers nor the National Association of Schoolmasters—Union of Women Teachers is keen to encourage integration, and they are highly sceptical about the way it works. An NUT spokesman said the union would be opposed "unless we are satisfied that the educational and social development of the children would not be impaired", and emphasized that it could be an inhibiting experience for a child to work alongside a 20 or 30-year-old.

There has been no reaction at local union level at Burleigh. But at Kimberley, which had just undergone reorganization from secondary modern to comprehensive, staff did not want any further change like taking in adults, and the NUT was briefly involved. Staff at the school in favour of an "adults" scheme are now waiting until there is a change in the climate of opinion.

Usually it's the younger teachers who are more interested in the idea. At Burleigh they think it important that there is a change in emphasis in teacher training, to help people adjust to teaching a wider age range. That adjustment might certainly be easier if it was apparent that having adults on the premises made

the notoriously difficult task of "selling" the school to parents and outsiders that much easier.

Evidence is that it does. Putting adults in classes gives them first-hand knowledge of what is going on in a modern school and gives the school a weapon against "the gossip of people who have never even been across the threshold", as Gordon Broun, head of Burleigh, put it.

He is so confident about the reaction of his adult students that he regards every one of them in the school as "a new nail in the coffin of the direct grant or independent school in Loughborough". The whole thing can be a first-class public relations exercise, welcome in any school unless it has anything to hide. It was summed up by Philippa Dudge—"You hear about schools being lax, but it's not like that here. It's not what you see on TV."

Community staff at Burleigh are so enthusiastic about what they have done that they would like to see far more adults brought into schools. "A scheme staff did not want any further change like taking in adults, and the NUT was briefly involved. Staff at the school in favour of an "adults" scheme are now waiting until there is a change in the climate of opinion.

Maybe the teaching profession is not prepared for that yet. But as school numbers fall, attitudes may change. Adult integration is that rare phenomenon, a spontaneous educational development. It could start an interesting reappraisal of the segregation we have always taken for granted—a sort of age apartheid. At Burleigh they hope the debate starts soon.

Older—and wiser?

Jane Mercer at the London Film Festival

The London Film Festival came of age this year. With age, it is commonly supposed, comes maturity. But, unfortunately, that is not necessarily true—and it certainly isn't true of the LFF.

When the current director of programming, Ken Wlaschin, took over seven years ago the Festival had become rather set in its ways. Prestigious, yes—always a Truffaut, a Chabrol, a Visconti or a Forman—but rather staid, and slightly self-congratulatory in its appreciation of its own excellence. Since then the Festival has changed radically—getting bigger, more adventurous, more youthful all the time. In 1970 there were just over 20 programmes in the Festival. This year the printed programme listed 83 and further films were added as the evening progressed. There are still films from the acknowledged masters of European cinema, and from those directors whom the past few Festivals have shown to be the up-and-coming names: Herzog, Fassbinder, Angelopoulos, Wiseman, Satess and Bellocchio. But there is also a large contingent of films from the Third World and from younger directors who may—or may not—be the names 10 years hence.

One not entirely happy aspect of this brave and welcome attempt to cast the net as widely as possible is that inevitably a lot of dross is found alongside the nuggets of genuine gold. There are critics of the LFF's programming policy who argue that the quality of the films is far too variable and that many of those selected by Ken Wlaschin and his team really should not have a place in the Festival at all. Certainly it makes booking tickets even more like Russian roulette than usual.

However, this is a small gripe to set against the achievement of the Festival as a whole. It cannot be said to offend that, without it, the diet of the serious film-goer in this country—and certainly in London—would be far poorer and less varied than it is. It is a measure of the Festival's influence that the films by established foreign directors have usually already found a British distributor before they are screened in the Festival: this was not always so.

But each year a number of films go into distribution here as a direct result of their LFF showings. This year the list of those films which should sooner or later (and sometimes, sadly, it is very much later) find their way on to commercial screens in this country is quite lengthy and includes Visconti's *The Intruder* (Miracle Films), Varda's *One Sings and the Other Doesn't* and Wenders's *The American Friend* (both Cinegate), Herzog's *Kaszkaz* and Alain Tanner's *Jonas who will be in the year 2000* (both Contemporary Films). A couple of them have indeed already been seen outside the Festival—*Before Hindsight*, the investigation of the British newsreels and documentaries in the forties, opened at the Other Cinema last month and Fassbinder's *Chinese Roulette* was shown on BBC immediately after its Festival screening.

Not all the films that have British distributors will open commercially with this degree of promptitude. As yet no opening date has been given for the film which opened the Festival, Bertolucci's long-awaited and much talked about epic *Novecento* running time to four hours. It was shown in two two-hour segments in the Festival and had a quite strongly divided reception.

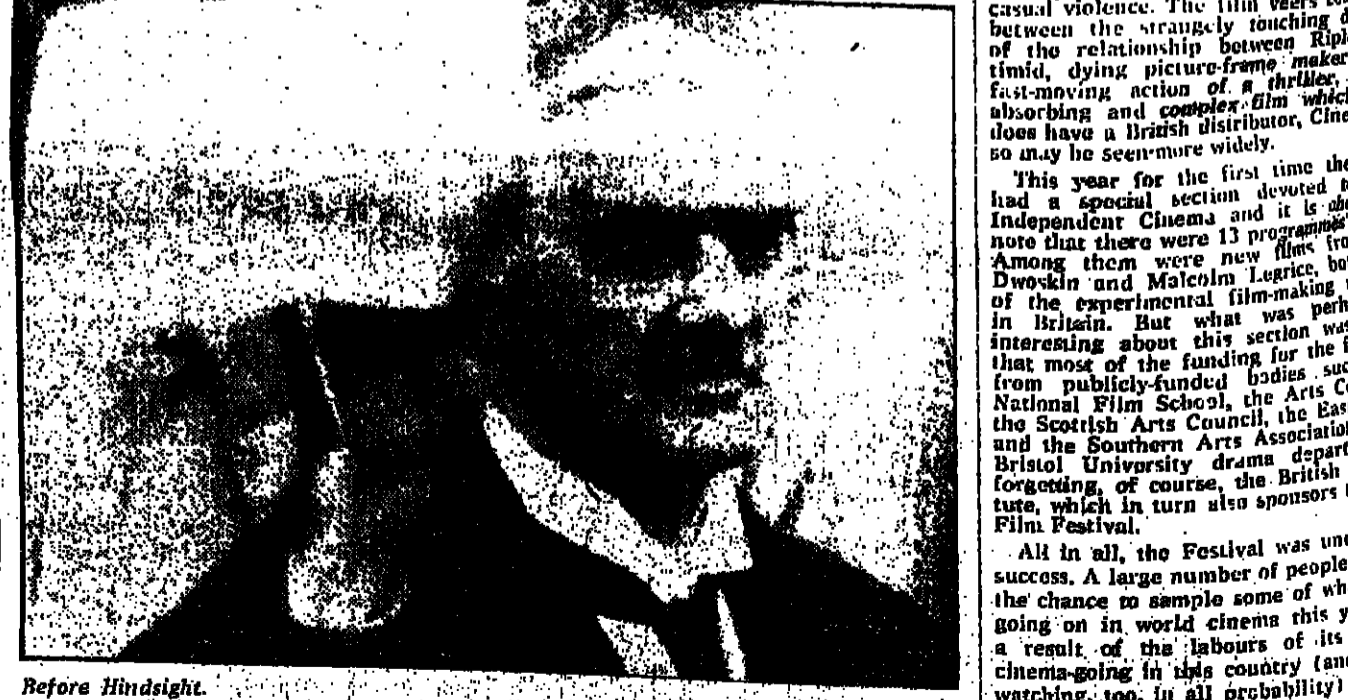
There is no doubt that, in purely visual terms, the film is well up to Bertolucci's usual standard. The content, however, is a different matter. It is a pseudo-intellectual soap-opera—very the variety of one disappointed Festival patron overheard in the foyer. Certainly Bertolucci himself has gone on record as saying that with this film he wants to reach a wider audience than has seen his previous films. This is presumably why he has used a selection of international stars in key roles—Burt Lancaster, Donald Sutherland, Robert de Niro and Dominique Sanda. Quite apart from the fact that they all to a greater or lesser extent fit uneasily into his political/historical context, the dubbing of the film to accommodate the different languages is—as all dubbing must be—disastrous to the credibility of the film. Basically the problem is that the film is too simplistic: if you want a better picture of Italian social and political history since the beginning of the century, you would be better served by spending your four hours



American Friend.

seeing Bertolucci's earlier films—*Before the Revolution*, *The Conformist* and *The Spider's Stratagem*.

One film which, like *1900*, set out to analyse a historical political situation in terms of fascist and revolutionary, oppressor and oppressed, was Cabaret director Thomas Allen's *The Last Supper*. Confining himself to a much smaller canvas—the events of Holy Week on a sugar plantation in Cuba in the eighteenth century—he has created a fine, passionate film with echoes of Burtel. The use of Christian religious events to parallel the course of the slave uprising on the estate and its brutal crushing is a deftly wrought concept and the *Last Supper* of the title in which 13 bewildered black slaves are torn apart elevated to the status of fellow-diners with their owner, is a masterpiece of chiaroscuro visual effects and crushing irony.



Before Hindsight.

In recent years the Festival has been particularly strong on documentaries. It has been solely responsible initially for the introduction to London audiences of the work of American director Fred Wiseman. *Camal Zone*, a new Wiseman this year, is another of his painstaking and absorbing investigations, this time into the American-controlled strip around the Panama Canal. The documentary highlight, however, was another American film, *Harlan County USA*, directed by Barbara Kopple. It follows the course of a strike by miners in East Kentucky and in doing so touches upon almost every aspect of American industrial and commercial life: from the power of the ruling president of the miners' union to the strong determination of the miners' wives to play their part in

sustaining the strike and the inevitable escalation towards the use of guns and snail shooting. It is a splendid film and one I only hope that it will find a British distributor. Again, as in previous years, there was strong representative selection of films from Germany. Always worth seeing, New Cinema offers a rich range of talents. One of the less striking directors but one who, on the less, has a strong and disturbingly dual viewpoint is Wim Wenders. His film *The American Friend*, is based, curiously, on Patricia Highsmith's novel *Fool's Game*.

It is an atmospheric thriller, set in Hamburg, and has Dennis Hopper playing the eccentric, wealthy and criminally inclined Ripley, involved and involving on a journey of surgery, mafia killings and a madman's casual violence. The film years ago between the strangely touching relationship of Ripley and the timid, dying picture-frame maker and the fast-moving action of a thriller. It is absorbing and complex film which hardly does have a British distributor. Cinegate, so may be seen more widely.

This year for the first time the Festival had a special section devoted to British Independent Cinema and it is observed that there were 13 programmes of films. Among them were new films from Steve Dworkin and Malcolm Lecker, both pillars of the experimental film-making movement in Britain. But what was perhaps the most interesting about this section for the films of that most of the funding for the films came from publicly-funded bodies such as the National Film School, the Arts Council and the Scottish Arts Council, the East Midlands and the Southern Arts Association, and the Bristol University drama department. Forgetting, of course, the British Film Institute, which in turn also sponsors the London Film Festival.

All in all, the Festival was undoubtedly a success. A large number of people were given the chance to sample some of what has been going on in world cinema this year and as a result of the labours of its organisers and the country (and perhaps the watching, too, in all probability) will be richer.

Good and bad news

David Kirp looks at some advantages and disadvantages of current race policy in Britain

Racial Disadvantage in Britain: The PEP Report. By David J. Smith. Pp.125. 14 02 1979. N.

The subject of race has been too much given over to posturing. On the one side stand those who complain about racist England, while on the other are those who contend that the inventions of vivid imagination. Neither position is informed by evidence and neither advances our understanding of the matter much. It is rather a case of preaching to the choir.

In this context, David Smith's *Racial Disadvantage in Britain: The PEP Report* comes as a godsend. The book represents a careful effort to describe and explain the situation of non-whites in Britain, particularly with respect to housing and employment. Smith's report tells a complex story and one which brings mixed news. The bad news is most familiar. Non-whites in Britain—Indians, Pakistanis, West Indians—are as a group worse off in all salient respects than whites; and that condition is not merely a function of their immigrant status or newness to the country. Race per se does seem somehow to affect the lives of Britain's minorities. Consider the situation with respect to employment, as Smith summarizes it in the terms of the summary reveal

ing of the sophistication of the PEP-conducted enterprise): The minority groups are more vulnerable to unemployment than whites: they are concentrated in the lower job levels in a way that cannot be explained by lower academic or job qualifications; within broad categories than whites, particularly at the higher end of the job scale, they tend to do shiftwork which is generally thought to be undesirable, but shiftwork premiums do not raise their earnings above those of whites, because the jobs are intrinsically badly paid; they are concentrated within certain plants, and they have to make about twice as many applications as whites before finding a job (p. 104).

Concerning housing, the picture is similarly depressing. Minorities live in more crowded conditions than 40 per cent of non-whites, as compared with 11 per cent of whites, reside in households with two or more persons per bedroom. The buildings in which they live are older, in less good physical condition, and have fewer amenities: over half of all Pakistanis, as compared with 17 per cent of whites, live without their own bath, hot water, and inside toilet. This is a grim picture, but only a partial one. More cheerless is the British popular opinion, which has consistently grown more optimistic about race relations over the past two decades. (These data are collected in *Some of My Best Friends*

Since 1979, a representative sample of Britons has been asked whether "feeling better or worse" in 1979, 32 per cent detected improvement, 20 per cent slipper, 37 per cent saw no change (the balance expressed no opinion). This set of replies does not paint the rosier of pictures. Yet it is substantially more positive than any of the earlier survey responses. In 1959, for instance, only one in six Britons reported improvement, while 44 per cent saw worsening; in 1965, the comparable figures were 18 and 39 per cent; in 1973, 24 and 33 per cent. Non-whites questioned specially in 1975 by the Community Relations Commission, were even more positive about racial attitudes than the general population: 44 per cent reported that relationships were improving, only 13 per cent suggested that they were getting worse.

Even more impressive has been the rapid decline in reported discrimination, both in employment and housing. When questioned in 1974, fewer non-whites believed that discrimination was widespread, as compared with 1966-67 findings. Most dramatic was the drop in the proportion of non-whites personally experiencing discrimination. In 1966-67, 45 per cent of West Indians asserted that they had suffered

employment discrimination; in 1974, that number had plummeted to 16 per cent. With respect to housing discrimination, comparable patterns emerged: more than a third of all West Indians had personally been victimized by landlords. In 1966-67, seven years later, just one in five had suffered discrimination in respect to rental housing. Declines of comparable magnitude are reported for Indians and Pakistanis.

One should not make too much of these findings. For one thing, reports of discrimination are not necessarily the same thing as discrimination; for another, non-whites may well have learned to avoid situations in which they would likely encounter discrimination. In this sense, the legacy of past discrimination persists in the present. Why suffer knowingly? Yet they strongly suggest that the nature of the non-white problem has changed significantly in a very short time. The titles of the two major PEP reports on race capture this transformation: from *Racial Discrimination in England*, in 1968, the more pertinent inquiry becomes *Racial Disadvantage in Britain*, in 1977.

The 1968 study provided strong ammunition for those urging strong anti-discrimination legislation. The chapter treating with "Racial Minorities and Public Policy" is the weakest in *Racial Disadvantage in Britain*. This reflects the fact that the policy teachings of the new volume are less straightforward than its predecessor. Discrimination continues to retard opportunity, but in a far more limited and subtle fashion. Disadvantage associated with race persists but is rather more difficult to confront head on. Race-specific policies, designed to redress such disadvantage, are themselves not without risk.

For one thing, they may well stir up antagonisms on the part of poor whites who see themselves as equally badly off, and with at least an equal claim on Britain's social resources, as non-whites. For another thing, it is not clear that race-specific undertakings would really alleviate disadvantage. An example may be instructive. That West Indian children fare worse in school than their white counterparts, even when social class is taken into account, is doubtless true. But it does not follow that a racially focused educational aid programme would improve that performance, and indeed there is every reason for scepticism about the possibility.

Finally, race-specific efforts, other than those designed to eradicate discrimination, define individuals exclusively in terms of their colour, for purposes of public policy: that is properly a source of concern in a nation that values highly the capacity of individuals to determine their own identities. It may just be that, with respect to the problems *Racial Disadvantage in Britain* highlights, policy cures are worse than the malady.

... could go a long way towards solving your Christmas gift problems!

Six of one and half a dozen of the other...

THE POPULAR WAR HISTORIES, published nearly 30 years ago and long since out of print, have been re-issued in paperback. Well-known authors give first-hand accounts of selected highlights of the greatest military conflict in recorded history. The titles are *Arms and the Men* (about the land war as a whole), *Five Ventures* (dealing with Iraq, Syria, Persia, Madagascar, and the Dodecanese), *The Campaign in Italy*, *North West Europe 1944-5*, *Greece and Crete 1941*, and *Norway—The Commandos—Dieppe*. All contain photographs and campaign maps. The Campaign in Italy costs £3, the others £2 each.

EXPLORING is a new series of illustrated booklets linked to a Science Museum exhibition about the latest ways in which Man is pushing back the frontiers of knowledge. The titles explain themselves: *Man on the Moon*, *The Solar System*, *Remote Sensing*, *Mind and Body*, *Our Changing Climate*, *Under the Sea*. All except *Mind and Body* have a centre section of colour plates. *Remote Sensing* costs 95p, the others 75p each.

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HINSO BOOKS

Helping the handicapped

Brian Osman

During the next decade more and more teachers are likely to be teaching children who suffer from handicaps and who, in the past, would have been thought to need education in a special school. The success of the move towards integration will depend largely on the quality of support given. These books all consider ways in which these children can be helped.

All groups of handicapped children are served by handbooks. *Handbook for Teachers* by E. M. Anderson and E. Spain (Methuen £7.50) looks at the various problems for the children and their families. The medical section is excellent. Where it focuses on problems there in some cases are not met by present-day services, the section on assessment is particularly good. It is most helpful when it looks at remedial centres. The current fad for hospital remedial centres will do little more than put present administrative problems into one very large remote building. Family needs will be better met by increased numbers of skilled workers able to visit the child's home and able to work in the pre-school and school settings. There should be a local information service to guide parents to named professional workers.

The section on abilities, attainments and schooling is valuable to teachers in understanding how to assess individual children. There are some excellent practical advice about individual children. The *Education of Motor and Neurologically Handicapped Children* by S. H. Baskull and K. Barcinena (Longman £6.95) seems like a students' handbook for the diploma in the educa-

tion of physically handicapped children. It is densely packed with information and reminds us of the importance of motor experience in the development of cognitive skills. The corollary is that physical handicaps can lead to certain learning difficulties because of inadequate developmental experience.

The section on medical issues provides useful reference well supplemented by the glossary, but the psychological issues section and its successors seem disjointed and the issues are not pursued to their logical conclusions. This book is a good one but it could create difficulties for the general reader. In the discussion of pedagogical issues practical advice is offered with sometimes little more than construct validity to support it.

Those involved in the education of motor or neurologically handicapped children may find this book of some interest but it requires careful reading. At first glance *Teaching the Learning Disabled Child* by N. G. Haring and B. Gutman (Harcourt Hall £9.55) covers a similar area to the previous book, but learning disability is treated as a behavioural deficit that can be remedied by precise, individualized instructional programming. Emphasis on task and individual differences had led, and individual differences had led, to a reduction in the incidence of those children who are not successful. The remedy for this is DISTAR—Direct Instructional System for Teaching Arithmetic and Reading. Teacher expectations should be lowered for children thought to have difficulties but the DISTAR response is often mechanistic and humourless.

It has long been recognized that motor development has an important contribution to cognitive skills, especially in the early years. *Motor Development in Young Children* by D. L. Callaghan (John Wiley £7.00) aims to provide a theoretical basis and special suggestions for enhancing various skills. It is a book which probably ideas, but perhaps the book could be useful for that. The remaining books are more concerned with help from outside the classroom. The first three give

useful introductions to behaviour modification, psychotherapy and art therapy respectively. *Child Behaviour Problems—an empirical approach* by R. and P. Anshley (Macmillan £7.95 and £3.95) deal with the handling of children's problems by behavioural techniques. It is clear, explicit and relatively free from jargon. An understanding is brought of the nature and description rather than by those somewhat daunting theoretical pronouncements often characteristic of the behaviour modification school. Ways of dealing with families are well described. Most dramatic was the drop in the proportion of non-whites personally experiencing discrimination. In 1966-67, 45 per cent of West Indians asserted that they had suffered

The Special Needs in Education series aims to provide informed accounts of the needs of different groups of handicapped children. *Autistic Children*, by B. Furneaux and B. Roberts (Routledge and Kegan Paul £5.50) describes itself as the first comprehensive account of the present state of knowledge about autism. It is a disappointing book. There are some good case studies and an excellent account of Barbara Furneaux's approach which shows the demanding nature of the work, but the material is presented in a muddled way. The chapter on further education gives an account of the residential centre run by Sybil Elgar in Somerset, but much of it reads like a prospectus and should have been pruned.

The Autistic Child, by O. I. Lavvas (Wiley £11.00) concerns the teaching of language by behavioural techniques developed over the past 12 years. It will be of interest to specialist teachers, particularly those with children who need to develop language. Lavvas's methods reported success of those theories that support the concept of innate language skills. Teachers in the ordinary classroom are unlikely to find this book of more than marginal interest for their work.

At a time when opinion is swinging against special residential education, *The Child with Asthma*, by R. Rackham, R. V. Thomas and I. J. Smith (Invalid Children's Association 95p) argues that many asthmatic children gain strength from being with fellow sufferers and that the separation can in itself be therapeutic, allowing a cooling-off time for a child who is often both overprotected and manipulating in the home environment. The careful management of medical and psychological aspects of asthma can lead children to a more independent life. The book outlines the kind of life led at the Meath Junior School and Pilgrims.

Medical Care in Schools, by M. Willis and M. P. Turner (Edward Arnold £3.25) ambitiously sets out to provide advice on first aid for both trivial and serious accidents. It also describes and advises on physical and psychological problems, as well as covering a number of other topics. Inevitably it comes unstuck. There are serious omissions and some of the advice is bad.

22 Resources

Mathematical gamesmanship

PETER DEAN reviews some challenges for the numerate

Take Two
By P. Tapson. £1.75 non-net.
A. & C. Black, 35 Bedford Row, London WC1R 4JH.

Mathematical Games 2
By P. Epps and J. Deans. £18.90.
Macmillan Education, Houndmills, Basingstoke, Hampshire RG21 2XS.
Blank Dice. 75p.
Square-It. £2.55.
E. J. Arnold, Butterley Street, Leeds LS10 1AX.

Four Sights £1.85.
Javelin Plastics, Oadby, Leicester LE2 4JH.

Cut-De-Sac £1.85.
Quantum. £3.99.
Games Centre, 16 Hanway Street, London W1A 2LS.

Several very different games that are suitable for schools have become available this year. *Take Two* by Frank Tapson is a well-produced collection of games for two players. The basis of this is a simple book made up of 16 sheets of coloured card bound into a cover. When opened it lies flat. Teachers may like to remove the plastic hinge to provide 16 separate sheets of card, since this would allow several pairs of pupils to play at the same time. On either side of each sheet is a game board and rules of play, giving 32 games in all. They are mainly games of position and movement which can be played with counters, coins or stones. This reflects the historic origin of several of them, which were played using boards marked on stone benches, wood or ground.

While these games may be played by children or adults simply for fun, they have an extra value when players consider strategies for winning. Pupils can analyse the play, amend the rules, or develop similar games of their own.

In *Mathematical Games 2*, Peter Epps and John Deans have used their experience with the 1972 set to produce 15 more games. These are constructed to develop mathematical concepts and provide practice in basic skills. They are mainly suitable for primary school children, who seem to find the stiff games-boards an improvement on the paper sheets of the earlier set. There is now a more comprehensive set of teachers' notes which discusses the methods of using games for learning and provides a detailed description of the context of each game. As the set is quite expensive to buy it would be worth trying to borrow it from your teachers' centre to see how well it meets the needs of your own school.

The authors recommend that players experiment with alternately marked dice in place of the usual cubical ones marked 1 to 6. Although cardboard dice can be made, blank plastic dice with six or more sides are now available, which can be marked with a spirit marker. These have made the play more enjoyable for some children.

Square-It is a new game for one or more players, which provides practice in arithmetic operations with simple integers and offers a variety of approaches for junior and remedial secondary pupils. The game is a non-interlocking card-board jigsaw. Adjacent pieces must match in two ways: by arithmetic to match question and answer, and by geometry to complete a small square.

As a pupil builds up the jigsaw, the correct choice of each piece is confirmed by a correct match in the two ways. When the pupil can successfully complete the jigsaw he can be timed to try to complete it more quickly, practising fast recall of his number bonds.

An alternative blank version of *Square-It* is available, which provides the geometric small squares but allows the user to fill in matching questions and answers. This version seems to have many possibilities.

Geometrical rotations and reflections are the basis of *Four Sights*, which is produced to the high standard we now expect from Invicta. The game uses a square board with 16 depressions. Sixteen black and white tablets fit into these depressions, the two players have eight each.

Players take alternate turns placing a tablet in any empty depression, aiming to build up a winning pattern of black and white tablets. A player wins if he can place one of the four cover-masks which fit on top of the board.

Each mask has a different combination of four holes cut in it, through which the players can see some of the tablets on the board. A player wins if he can place one of the four cover-masks which fit on top of the board.

The game is a geometric challenge because each square cover-mask can be fitted on top in eight ways, by rotation and reflection. To make the game even more difficult, the players are not allowed to test these positions. They must imagine the rotations and reflections, only fitting the cover-mask as a final winning flourish.

A company agreeably named *Lazy Days* has produced eight games. I have tried two of these with secondary pupils, students and teachers. Both have very well designed boards and pieces and are stimulating two-player games for the more intelligent.

They have been played in three ways, firstly, according to the rules. As there are no straightforward winning strategies, the games can be used many times. Secondly, they can be played to analyse the games, proposing objectives, studying sequences of moves, and inventing mathematical systems to represent the play. Lastly, they can be the starting point for investigating variations and developments.

Cut-De-Sac has the simplest rules. The rectangular plastic board has 12 x 14 squares, separated by slots. Each player begins with 16 pawns on marked squares, and the aim of the game is to transfer both pawns onto your opponent's marked squares.

Taking alternate turns, each player moves a pawn and places a section of plastic wall in a slot. As the game progresses the board begins to resemble a maze, and you can be forced to follow an increasingly restricted path to reach your opponent's marked squares.

Quantum has similarities to chess. It is played on a 10 x 10 or 12 x 12 board, and each player has 16 pieces. These have two aspects of movement: the direction and the distance. According to its shape, a piece moves orthogonally, diagonally or both. A single piece may only move one square, but when it rests on top of other pieces to form a tower it may move more squares, the number being determined by its height. However, its storey towers lose their power of movement and become fixed, so pieces must be placed in a new shape. The winner is the first player to build three fixed towers.

While those games may be played by children or adults simply for fun, they have an extra value when players consider strategies for winning. Pupils can analyse the play, amend the rules, or develop similar games of their own.

In *Mathematical Games 2*, Peter Epps and John Deans have used their experience with the 1972 set to produce 15 more games. These are constructed to develop mathematical concepts and provide practice in basic skills. They are mainly suitable for primary school children, who seem to find the stiff games-boards an improvement on the paper sheets of the earlier set. There is now a more comprehensive set of teachers' notes which discusses the methods of using games for learning and provides a detailed description of the context of each game. As the set is quite expensive to buy it would be worth trying to borrow it from your teachers' centre to see how well it meets the needs of your own school.

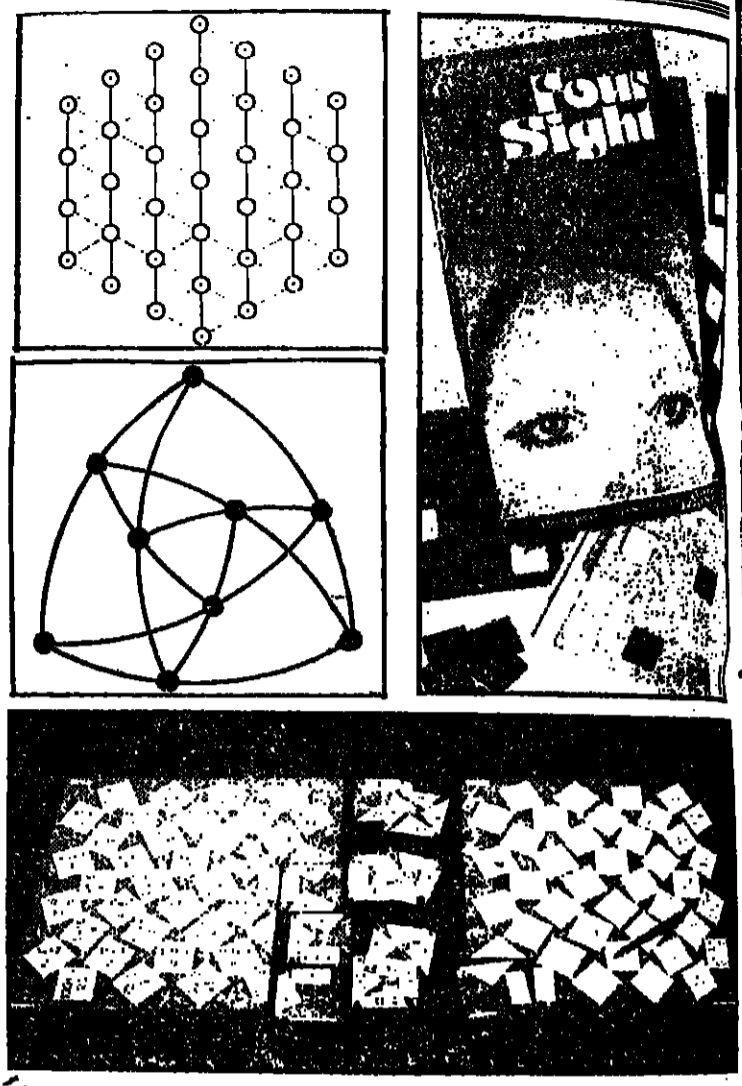
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Top: two game boards from "Take Two" and Invicta's "Four Sights". Below: a possible layout from "Square-It".

Plastic flowers

by Frances Farrer

Plastics Antiques
Until January 2, 1978
Geffrye Museum, Kingsland Road, London E2
Admission free

The purist may well find himself confounded by this exhibition. In the first place, he'll say, an antique has to be 100 years old. But here is a horn snuff box from the late eighteenth century.

What is usually meant by plastic is mere ostentatious chemistry without aesthetic value, says our purist, more defensive. We point to wonderful items of tortoiseshell and amber, natural plastics in the traditional sense which was "workable".

The very term "plastic" is used pejoratively, and it means cheap and nasty, says the purist, reverting to slander. More snobbish, we reply snobbishly. He is vanquished.

Once vanquished, the purist ought to have the grace to admit that this is a fascinating exhibition. It is divided into three sections covering the natural, semi-synthetic and synthetic phases of plastics evolution. There is plenty of written information on the chemistry (a potential soft-sell for the chemistry teacher), and the variety of the exhibits is surprising.

Among those that look like genuine antiques are ivory boxes and a Buddha (urca formaldehyde). There are items of nostalgia: ceramic transport tokens, Bakelite telephones and wireless sets, shellac 78 rpm records.

There are many very curious items. A random choice includes



"Ivory" Buddha, actually made from urea formaldehyde.

A piece of string

You remember Cat's Cradle, that game you used to play in the playground. You put a piece of wool or string and you twist it round the fingers on each hand to make a cradle.

If you're clever, you and your partner can make about 10 shapes—trawlers, fish-on-a-dish, parrots, Eiffel Tower and scissors among them—before eventually returning to the original cradle.

Well, customers, the big news this Christmas is that Ascu Studios have produced "Cat's Cradle" package. They're selling like hot cakes in the Design Centre shop, we're told.

For the negligible sum of 45p you can buy a piece of string and instructions on how to make the shapes. And in case you think this is a rather sacrilegious, not to mention silly, idea please take note of the fact that the package is on the Design Council index. How can you design a game that has been around for generations? Don't ask silly questions.

Getting needed

An exhibition to commemorate the centenary of Edison's invention of the phonograph will be held at the Science Museum from December 10. More than a hundred instruments from the EMI collection of vintage phonographs and gramophones will be on display. Highlights of the exhibition will be: a replica of the original tin-foil phonograph; an example of the gramophone that appears in the famous dog-and-trumpet trademark; a machine that played the biggest disc ever (20in); and a gramophone that could be folded up and pocketed.

Under the heading "Freaks" will be such novelties as the gramophone with three horns, the instrument with two soundboxes, the tandem and the toy that played a chocolate disc.

Make your own tracks?

by Virginia Makins

The Funny Family
Alison McMorland and the Excel
Sister Band. Big Ben £2.25.

You can tell that Alison McMorland would be just the person to take over a class or a children's party. She has chosen unusual songs and games for this record, and her choice shows her responsiveness to children and extensive knowledge of the origins of games and their variations.

The *Excel* Band would be a bonus, playing *Comes and Goes* enthusiastically, as their conventional instruments.

Unfortunately, records are not responsive. They wind inflexibly on, not listening to children's ideas or waiting for them to catch up. This one is particularly inoperable to use just because the notes and chords show no successful encouragement participation.

Several tracks are a positive invitation to children (up to about eight) to make up their own words and variations—bringing *Lazy Kay* to life on a cold and frosty morning with better and better words, or discovering terrible obstacles on a bear hunt.

So apart from one particular, a piece of music (in our case, the recording of "Baber in the Wood") the record is really a only useful if you are prepared to grab an idea, turn off the record, get out combs and spoons, and go it alone.

But it is a promising trailer for Alison McMorland's book of the same title, which will be published by Ward Lock in the spring.

Bone structures

Skilled model builders who are bored with constructing Concorde and erecting Eiffel Towers will delight to enjoy the challenge of the Human Skeleton or the Visible Man.

The Visible Man comes with a 12-page guide written by medical experts. He has a palest pink transparent body into which you carefully build all his pinker vitals, and his greyish bones.

But it is the Human Skeleton that really takes the cake. It is not only anatomically accurate but also glows in the dark. He has a swivelling skull, and movable arms, legs and lower jaw. No self-respecting cupboard should be without one. *The Visible Man* costs £4.95, the *Luminous Human Skeleton*, £2.75. Details from Kewell Ltd, Cranbourne Road, Faversham, Kent.



Sons Sight device.

EXTRA Religious education



The Nativity Play, an RE tradition that, one hopes, will die hard whatever the future of the subject may be.

Briefing for survival

James Thompson introduces the Religious Education Council's forthcoming report

His religious education a future, or will it quietly disappear? To some it may seem incredible that the future of the subject should be in doubt or its importance questioned. Public demand seems widespread; many parents, M.P.s, noble lords and government educational spokesmen express support. The media not only reflect public uncertainty about moral judgments but concern about that uncertainty. Here, then, is an area far from insignificant and, yet, all too often marked by irrationality and prejudice, where vested interests thrive on unreflecting response. The cause may, therefore, seem strong for the development of a subject which can objectively explore beliefs and values.

On the other hand, old ideas die hard and images are retained long after their reality has faded. In Christian evangelism, dominant in education up to the sixties, made a deep, albeit a negative, impression. Consequently, despite much new thinking and research revolutionising the concept of religious education, the old image still seems to dominate the minds of many educationalists. In many schools the status of religious education reflects this negative attitude.

The Religious Education Council, with member bodies representing a wide variety of interests concerned with religious education, recognises that modern society is secular and to a greater or less degree multi-cultural and multi-cultural. It believes that the Christian tradition must play an important part in any attempt to develop a meaningful search for beliefs and values.

Acknowledging that this area of the curriculum is far from "cut and dried", nor easy to teach in an open, exploratory manner, the Council is nevertheless confident that a valid educational approach exists. Against such a background the Council has sought facts on which objectively to assess the state of religious education and suggest measures for its fruitful development. Training institutions, I.E.S.s and religious education advisers

have been approached and their replies analysed. These investigations are now embodied in a full report including detailed recommendations, shortly to be published. The reaction to the report, education should help young persons to find a significant pattern of beliefs and values and to establish their own personal identity amid the claims of competing lifestyles. The methods best suited to this search may remain a subject for debate, the exact "mix" of Christian and non-Christian material may need consideration, but the more open theological and educational approaches of the past decade are widely accepted.

Notwithstanding such concern, the evidence is clear and undeniable that, at the grass roots, the subject is in danger of being eroded. In secondary schools little identifiable religious education occurs. In primary schools a number of I.E.s indicate that from the fourth or even third year no non-exam religious education takes place. In one authority 43 per cent of its schools make no provision for exam work in the subject.

The reasons for this situation are revealed as staff and resources. When the DES has investigated staff shortages little evidence has emerged. Why? The facts suggest that in the present climate a head teacher can ill afford to release a qualified applicant who is, therefore, likely to fill a post with another specialist and re-organise the timetable, either cutting out religious education periods or using "sympathetic" but unqualified teachers to fill the gap. There is then no shortage—and the post has disappeared!

Not only are there, therefore, many unqualified teachers of religious education (40 per cent in several I.E.s), but heads of departments often have less than five years' experience and many do not spend all their time teaching religious education.

The complementary factor is the paucity of resources. For a subject supposed to be taught to every pupil, capitalisation allowances are grossly inadequate in many schools and in many I.E.s, and specialist rooms for religious education are frequently not provided. In such a situation and with the likelihood of having to teach several hundred different pupils each week many specialist religious education teachers seek other subject areas to find career opportunities. So, starved of experience, time and resources the subject makes little progress. It is, perhaps, remarkable that developments have occurred at all.

The survey was not restricted to uncovering deficiencies. Positive measures were sought which could be implemented to produce more effective religious education in primary, middle and secondary schools.

In-service training is needed to provide at least one teacher in each primary and middle school able to act as a resource person. In secondary schools there should be at least one trained specialist, and for every 20 hours of distinctive religious education class teaching one full-time (or I.T.E.) teacher should be available. Such teaching should be provided for all pupils to age 16, with a minimum of two periods per week to age 14.

In addition, schools should consider how to concentrate resources for maximum effect and should ensure that in the provision of resources and examinations opportunities; treatment is comparable to that of other subjects.

Such recommendations and the deficiencies that have been revealed emphasise the need for trained specialists. Here the report notes with disquiet the effects of re-organisation. At a conservative estimate the output of specialists will fall by at least 35 per cent and the geographical distribution of student places is uneven. In some areas provision has been more than halved.

But this is only the beginning. Small departments in colleges are vulnerable for they cannot main-

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Most popular

By T. J. Thomas

Psalms 1-50 £3.20
Psalms 51-100 £8.50 and £3.20
Psalms 101-150 £7.50 and £2.95
Commentary by J. W. Rogerson and J. W. McKay
The Cambridge Bible Commentary series.

The general editors claim for this series that it is "designed for use in schools and colleges, and for the minister and layman". Furthermore, the results of modern scholarship are made available to the general reader. Teachers and young people have been especially kept in mind. A commendable if wide-ranging aim.

This commentary on the Psalms shows undoubted marks of scholarship, and is remarkably free from too much technical language. The difficulty is that so many people have preconceived ideas about the popular book in the Bible. It is widely used in public worship, but above all else the individual normally uses it as a basis for, or as a part of, his private devotions. This aspect is barely touched upon directly in the commentary whose aim is described as seeking "to strike a balance between the spiritual, historical, form-critical and cultic approaches". None-the-less the individual will find here much that will help him in his use of the Psalms for meditative and devotional purposes.

Attempts have been made from time to time to divide the Psalter into separate sections with some theme unifying each section, however loosely. They have invariably failed. There is no single definable sequence running through the book, the whole. Some psalms were probably written by David, but what we find in the *Book of Psalms* are differing situations which give rise to prayer, to praise, to joy, to grief, to exhortation, to despair. It is sometimes that of the individual, sometimes that of a community or fellowship or the nation. This commentary seeks to describe those situations fairly, and the comments on individual verses are very helpful.

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THE TIMES EDUCATIONAL SUPPLEMENT

Time, religion and the child

The Schools Council religious education project team reports on its work

"Some of us think we only come to school to get a good job, but I think we come to school to find out what life means and to learn to know ourselves better." This is a ten-year-old's response to the much debated question: "What is school for?"

It is a view shared by the Schools Council Religious Education Project based at Lancaster University under the direction of Professor Norman Smart. The team believes that an exploration of the meaning of life is a proper part of the school curriculum and that such an exploration is incomplete without an informed consideration of the religious experience of mankind.

In *Discovering an Approach* (Macmillan Education) the team suggests ways in which primary schools can aid this process. The suggestions try to do justice to the idea that religion is a multi-dimensional, dynamic phenomenon, seeking in a rich variety of ways to come to terms with questions of life and death. They try to take account of the fact that, while some children have a background of close identification with a religious group, many do not. It seems important to consider the children's own questions and concerns and make religious education relevant to their lives.

Discovering an Approach sees the aim of religious education as being to help children to understand religion. It suggests that, by foundations for understanding, teachers should ensure that four strands run through their work. They can encourage children to reflect upon their own experience; they can seek to develop the capacities needed to appreciate religion; they can foster the attitudes necessary for its exploration; they can introduce children to certain aspects of religions.

At present the team is working closely with teachers to provide more detailed accounts of activities. The aim is to show how the ideas of *Discovering an Approach* can be worked out in practice. In this article we outline one such account. It describes how a group of ten-year-old children explored the idea of time. It illustrates an approach which could characterise the exploration of many important themes such as worship, sacred spaces, miracle, religious founders, sacred literature and so on.

The teacher read with her class *A Wrinkle in Time* by Madeleine L'Engle (Puffin). This tells of a family whose father is imprisoned on another world, another time and another space. It describes how a group of children's attempts to rescue him. While acknowledging that the details of the work would depend upon the ways in which the children responded to the book, the teacher had some clear aims at the outset.

She wanted to explore the whole question "what is time?" To do this she would need to build upon the children's own experience and such ideas as time measuring and reckoning, time and change, time when I was not, events in time, the link between memory and events



Examining a fossil.

and the significance of festivals. It was the spring term, and the festival of Easter provided the children with an example of the way in which the Christian community recalls important events in its life through festivals.

The children began by discussing their own experiences and ideas, sparked off by the book. These discussions took place in small groups without the teacher present and were tape recorded. Part of one of the discussions went like this:

"The passing of time can be your enemy when it makes you stop doing things you really enjoy."
"Like if you are at a party and you are really enjoying yourself and you know, an hour has passed or something and you can only stay there for about an hour and you don't want to leave because you are having so much fun."
"Time flies very quickly, like you have just been there a few minutes and the next minute you have got to go."
"Time is like when you are not enjoying yourself time passes very slowly."
"As time gradually passes, you get older and you get so you cannot run so fast and you get more unhealthy."
"Like, if you feel a bit of an old person, it is sort of wrinkle, like, sort of... it is not soft like a young skin."

What do we mean, then, when we talk about time passing slowly—or quickly? What do we mean when we say we are killing time, or wasting time? Why does something seem only to have happened yesterday, when it might have been twenty years ago?

Alongside the ideas of "clock time" and time as a linear progression there are cyclic conceptions of time. There is what might be called "liturgical time" as in the presentation of important events in the life of Christ throughout the church's year. There is a sense in which Jesus was crucified at a particular time in history and a further sense in which His crucifixion is evoked each Good Friday.

Christianity and Judaism have traditionally fused together historical and mythical time scales. In other traditions, such as Buddhism, present time scales have to be transcended in order to obtain harmony with a universal force. All religions are concerned with birth, death and rebirth with ideas of eternity and a possible end to time. A realisation of the existence of different time scales in everyday life can help children later to appreciate various ways in which religions treat time.

Some of the children's ideas about time included:
"Time is a ticking clock."
"Time is a broken life."
"Time brings progress."
"Time is an exploding volcano."
"Time can be man's enemy as it will not let him live forever."
"Time covers the world."
"Time can be your friend when it takes away the hurt of a sad moment."
"Time is making the world grow up."
It is worth mentioning that this was a mixed ability class in a school on a large council estate. In other words, it is representative of classes taught by many teachers in urban areas.

discussion the children were encouraged to explore ideas in a variety of ways—through painting, modelling, drama, poetry and so on. The made models (time-machines) and acted out journeys back and forth in time. They examined fossils of clothes and photographs of old buildings. They invited parents to school to talk about their own days.

One child, Steven, gathered together his thoughts in this poem:
"You could describe time as a...
Which after so long ticks and destroys all the world.
Time is like a tree that blossoms and dies again in winter.
You can spend it, you can waste it and so kill it. Time is forever.
We all need time.
Time is alive.
When we are at the end of our time we cool down.
Time measures our lives.
Time is like a flower opening.
We are born in time, we live in time, we die in time.
Time takes us through our lives.
We depend on time.
Time cracks like lightning across the sky when we are enjoying our lives.
Time shoots through the sky like a comet before we are born.
Time can sometimes plod on as slowly as a snail.
Time can bring sadness and time can bring joy."

The members of the Schools Council religious education project are: Julian Frost, deputy director, Elizabeth Ramsey and Liz Wood.

Why Serbian Orthodox?

Philip Grosset on the ITV series "Believe it or not"

ITV has been offering religious education series as part of its regular secondary schools provision for the last six years. It was in September 1972 that "Believe it or not" introduced such programme subjects as: Who am I? Is anyone there? Are we free? Why suffer? Prayer and worship; sin; violence and war; life and death; how do we know? Does God exist?

In these programmes, the answers will be offered in the form of film, photographs, pictures and music.

On the whole, schools reported favourably: "It makes us think... it helps us to decide without seeing we are wrong"; "It fills a real need in the humanities-RE field where non-specialist teachers find the traditional approach meets with a blank wall"; and "The programme is enjoyed very much and they provide material for discussion, the latest comment from an ESN school."

Incidentally, looking at the schools that ordered books, an interesting fact emerged: it is not only in secondary schools, but also in primary schools, that the programme is being used. The most common criticism was that references to individual religions were scattered over several programmes, so were bits and a little neglected.

"monotony" and "boredom" of their usual RE lessons, although one girl said that she preferred it, "a reasonably dressed man... did go on a bit sometimes". We took the point and eliminated him from the current programme.

While the series was slowly making itself known, the use of television in secondary schools was steadily increasing thanks to video recording—until today three-quarters of all use of TV in secondary schools is a recorded use. So when earlier this year we set about producing a third series of "Believe it or Not", it was very important to consider the use of television in schools.

First, in some schools at least, the overwhelming difficulty of timetabling live transmissions for a subject like RE which only has one whole lesson a week can now be overcome. Second, TV can now be much more under the teacher's control, so that he can stop it, repeat parts, show excerpts, or show the whole programme again when he chooses. So we were encouraged not only in perseverance with RE, but to experiment with formats more suited to video recording.

Instead of incorporating portions of the "other" religions fragments of it and when they seemed relevant, we decided to offer complete programmes on Hinduism, Judaism, Christianity, Islam and Sikhism—and to concentrate on how these religions were being practised here in this country.

In each programme there are glimpses of the land of origin, but mostly we concentrate on what is going on within a mile or two of our Birmingham studio, in Hindu and Sikh temples, synagogues, a mosque and in a Serbian Orthodox Church.

Why, perplexed Christians ask, did we choose a Serbian Orthodox Church? Peter Woodward, director of Schools for Birmingham, and adviser to our series, picks a Serbian Orthodox Church as the most ordinary programme and particularly because the material presents traditional features that are familiar to a number of pupils in a common way. It is fresh, clear and dramatic. It is fresh, clear and dramatic. It is fresh, clear and dramatic.

'Quest'—the Nottinghamshire agreed syllabus

Introduced by David Bennett

"In these modern times, with many difficulties facing our young people, one is concerned with the lack of definite Christian teaching in so many schools. The religious adviser for Nottinghamshire and his team have made a mammoth effort to remedy this..."

In these words the Roman Catholic Bishop of Nottingham extends the county's new agreed syllabus to teachers. *Quest* is a considerable work, running to 323 pages of A4 size. It is essentially a resource book, full of practical advice and lesson material in which every teacher, whatever his background or basic approach, will find something helpful in teaching religious education. Its attraction will undoubtedly lie in the universality of its appeal.

There are four main sections. The first, Background Material, comments on the general state of religious education today and describes the resources available to the teacher. A chapter on worship makes valuable suggestions about the thematic approach to assembly. There is a wide choice to give the teacher an opportunity to deal with the problem in multi-cultural schools, involving the whole school community and so on. Another on the history of Christianity will be valuable to teachers throughout the country.

The second section contains syllabus suggestions mainly in the form of units. There is a wide choice to give the teacher an opportunity to deal with the problem in multi-cultural schools, involving the whole school community and so on. Another on the history of Christianity will be valuable to teachers throughout the country.

For infant work *Quest* uses a three column approach which relates the thematic material to its religious significance and the resulting activities. Television, music and drama are taken into account, as well as more general themes like Christmas, harvest, winter, pets, and so on. At the junior level 23 themes are worked out in sea and ships, homes and religion, conservation, and so on. Each theme is guided by a dramatic, craft work, creative writing, and other approaches. There is an

alternative junior unit based on Old Testament characters. The material for the 12 to 13 age range includes detailed work on the life and teaching of Jesus, and sets the Bible in its historic context with reference to the ancient civilisations. The impact of biblical criticism, the mass media and other influences are also considered.

The fourth and fifth-year secondary work further develops Christian teaching and leads on through statements of belief to the Five Last Things to social problems and concludes with articles on the Holy Spirit and the New Testament Church.

At the sixth-form stage the work outlined owes much to the Christian Education Movement which has allowed its "Man in Community" project to be adapted into a philosophical and sociological theme. This covers the nature of man, and the barriers of age, class and ideology. It concludes by looking at the Church as the new community and at experiments in Church unity.

The largest section is entitled "Guidelines". These provide the background material enabling the teacher to develop the work already described. There are units on life in Bible times, the Ten Commandments and the relationship between Sabbath and Sunday. There is background information on prayer, myths and symbols, death and home after death. The unit on "Religion and Science" after looking at the historic conflict examines the present-day position and indicates how the Christian and the scientist now have common concerns over pollution, conservation, the population explosion and so on.

Music receives very full treatment indicating not only how music can be used effectively in religious education but offering positive suggestions about the music which suits different topics.

There is detailed treatment of the Church and its growth including special chapters on explorers and missionaries. The sacraments are related to all the Christian denominations and this will be helpful to all maintained schools. The references extend to those denominations which do not observe sacraments. All this leads naturally to units which provide

material about the Christian year and festivals.

The remaining guidelines deal with basic human relationships, including those between the Christian and the Jew in both their historic and modern contexts, and that between humanism and Christianity. There is a consideration of the community—illustrated by the Israeli kibbutz and the Chinese village—and the Church's own position in that community.

There is an important unit on moral education with a considerable bibliography. This is closely related to the chapter on the family which follows, and is supplemented by subsequent units on work, money, leisure, the mass media and other current problems.

Throughout *Quest* it is recognised that religious education must reflect the multi-cultural nature of our present society, and this is emphasised by a valuable chapter on pluralism in that community. There is also reference to the relationship between religion and other philosophies.

Quest has been produced mainly by teachers for teachers. It ends with a useful section of Old and New Testament references, and a very detailed index which enables the teacher readily to locate the material he needs. Produced in Nottinghamshire, most of its material will be found to be universal in appeal. It is forward looking without being avant garde.

Many of its units have been tried out in schools and amended before being incorporated. It was written, as the foreword indicates, so "that teachers should have in their hands a document which is as up-to-date as possible and which offers a real wealth of material which is pitched at various levels to suit the needs of both younger and older pupils". Those who use it will no doubt agree that the many years of hard work which the compilers devoted to it have achieved just that.

"*Quest*" the Nottinghamshire Agreed Syllabus of Religious Education, is available from the Director of Education, County Hall, West Bridgford, Nottingham NG2 7DP, price £3 post free.

David Bennett is an educational adviser with special responsibilities for religious education, Nottinghamshire.

continued from opposite page

with colourful ceremonies and factual information, and although they are being used with success in some junior schools, there have been some secondary schools, that find them better suited to third, fourth and fifth year pupils. As always, so much depends on the teacher and also on how much work has been done on the subject.

There is no attempt to superimpose words that may be new to some pupils like Prashad, Mezuah, Ad Nir, Jami dhojar or Gurdwara. But these are given in the notes so that teachers can follow them up if they choose. And next year, we shall, in response to many requests, expand the notes further.

We shall also simplify the commentary on the opening Hindu programme as schools found this the hardest to take in.

The remaining five new programmes, to be transmitted in the spring term, will be more similar to previous series, and will raise the fundamental questions about freedom, suffering, life, death and the existence of God in the context of these are more likely to be suitable for pupils of 14 and over. As always, we would very much like to hear how useful they are found. The whole 10 programmes will be shown again in the autumn term, 1978.

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Philip Grosset is head of educational broadcasting (ITV Network Ltd.



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Too much to handle

Mark Bloom

I teach language arts and creative writing in a New York City junior high school. It is a "good" school, considering the latest reading test scores and the economic level of the student body. But "good" is a relative term. Many of the school's 50 classes are similar in background, ability and disposition to the one that is my "official" class, as described below.

The average daily attendance is 24. Several students are hard-core truants and rarely, if ever, attend school. A few others show up about two-thirds of the time. Between five and 10 students are late every day.

Seven students live with persons other than their natural parents. Many of them have moved during the last year. One boy moved from New York to Alabama and then back to New York within a few months.

Thirteen were suspended for disciplinary reasons at one time or another last term. Some have been suspended more than once. Commonly, a student is not permitted to attend school until his parent (or guardian) meets with a supervisor and discusses the impending suspension.

Students are suspended either because of one severe incident such as fighting in the cafeteria, or because of a cumulative record of general misbehaviour, which may include some serious incidents. One student was suspended several times and finally transferred to another school in the district, a common practice for serious offenders.

Many of them are decent kids. Some I dislike intensely, but that might be my shortcoming, not theirs. They bring candy to school because they do not eat breakfast. They are absent because they must care for younger brothers and sisters.

Their work habits are poor because they cannot read well. They fight with their peers because it is their only avenue of self-respect. They disrupt lessons because their style is one of immediate gratification, and they're gonna do what they want no matter what.

Some of them have no excuses. They live with stable families in comfortable homes, are in satisfactory health and can read this newspaper with little difficulty. Yet, they are irresponsible, careless, mischievous, mean and disrespectful. Maybe that is part of being 14.

Very few of my 32 students will learn an awful lot this term about English, social studies, science or maths. Mostly, they will learn what they can or cannot get away with—indeed, what their boundaries are, and will be when dealing with people, be they peers or adults. That may be more important than analyzing literary irony, World War I, chemical solutions or bosceles triangles.

On the other hand, there are some students in other classes that I teach who are so intelligent, articulate and mature that I get goosebumps when reading a selection of their writing. They read magazines, attend Broadway plays, travel abroad and know all about feminism, Aspen and the Supreme Court.

(Sadly, there are also large numbers of gifted students who do not wish to enrich or enhance their gifts. What they wish to do is to get their hair, apply makeup, cheer, pass notes and copy homework.)

The students in my class know all about the block they live on, although I have them do an assignment to "describe your block," many of them could not do it. Beyond that, they have heard of Dr. J. Jimmy Carter, Guinness Book of World Records, The Joker and Cookie are in my class.

After Vietnam, the Beatles and Watergate, after teacher strikes and student rights, after poverty and anti-poverty, after J.F.K., R.F.K. and Martin Luther King Jr., after the Nets, Jets, Sets and the Super Bowl, after All, there is an insupportable million of antagonism and despair that embolizes today's youth.

I work in a good school with competent teachers, but it is so much for us to handle.

Mark Bloom has taught for eight years. This article first appeared in the "New York Times".

One school leaver

Michael Newby

Julie Smith arrived dejected. She had been unemployed for nine months and had left school with moderate CSE grades. As the interview for a job in a grocer's shop, her answers indicated interests beyond the norm, and a natural empathy for people. After several telephone calls to her school, the head finally gave me the information that Julie was scatter-brained and unreliable, with a habit of being impunctual.

She was, however, honest, good with people, of about average intelligence, and had been a hard-working member of the school council. The two sides of Julie Smith did not seem to fit. Out of curiosity, since it was temporary, I gave her the job.

Her immediate faults resulted from a failure of her school to emphasize the requirements of everyday commercial activity.

handling real money in change-giving (adding back from the price to the sum tendered by the customer), getting into a routine (so that restocking and cash requirements can be estimated at a glance, as well as knowing which tasks need to be done next), and being able to act without being told (no more turn to page 22 and do what I say).

Julie adapted well after a short period, and now runs the shop almost entirely by herself, with little supervision. Her spelling, however, is on occasions non-existent. I found she had wanted to be a writer. She took an intelligent interest in documentaries, and was reading a book about psychology. She also wanted to take GCEs and go to college.

Inquiries to careers officers and colleges showed that Julie could be found for her, particularly since at 14-plus her school had sent in a careers report. This said she was in a grammar stream, was above average intelligence and a probable future sixth-former.

However, only a tiny grant would be available, although her father, who had heart trouble, got only £16 a week. He had been self-employed.

A talk at the job centre revealed that, since she was capable of factory work and such like, this was the thing they would help her to find.

In September, 1976, they might be able to offer her a 700£ a year course—although she had already dropped out of a similar course because her dyslexia meant her spelling was too weak.

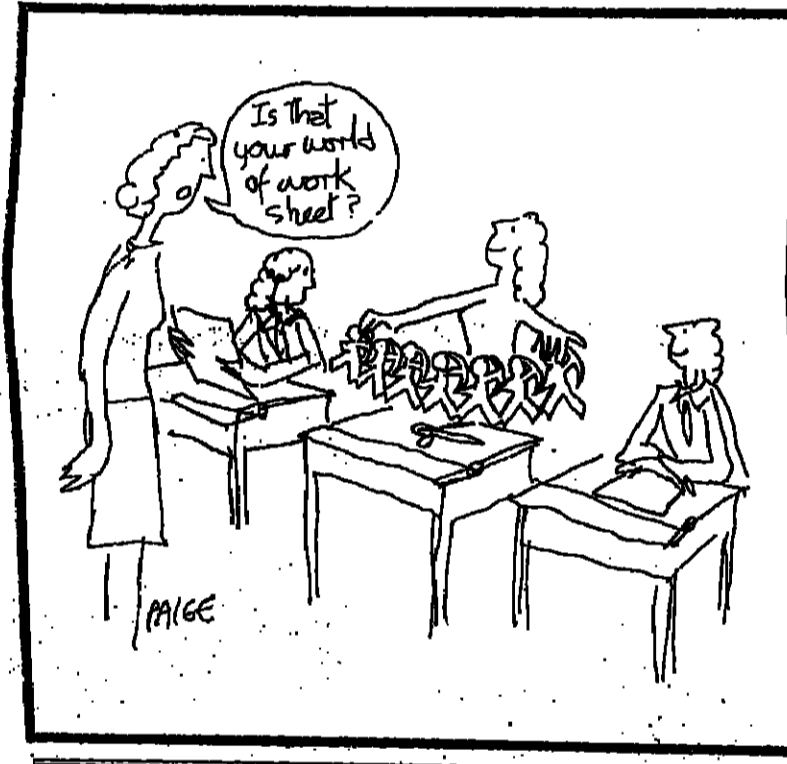
They accepted that Julie was handicapped, but not disabled. The handicapped, it seems, are referred to as "handicapped," no matter what ability they have.

Julie's memory of school follows the same pattern. On transfer from the grammar stream she was suddenly advised that reading was work and she was to get her books, pencils and other such possibilities were to be enjoyed only by the class she had just left.

If the system seems determined to nudge Julie Smith into a routine factory post, Julie herself is even more determined to improve her spelling and take GCEs, although the odds are against her because of high unemployment levels.

Since I uncovered the evidence back my opinion that she is capable, Julie Smith no longer looks dejected. However, one of the system's defects, she now has faith in herself and the knowledge that she can do a good job.

Michael Newby is a former teacher who now runs a grocer's shop in Northumberland.



Sense of failure

R. A. Knight

For two years I have been a teacher at a community house in Essex. It takes up to 84 troubled and sometimes troublesome boys between 13 and 17, all in the care of a local authority.

The school provides care, treatment and education. Personal histories reveal not only personal troubles and "problems at school" but, being beyond parental control, in need of care and protection, difficulties at home—in general a picture of turmoil and insecurity.

Many suffer from severe emotional disturbance. Furthermore, because of the nature of our school population, pupils abscond, appear before the courts, become depressed, give up... all additional frustrations to be faced by the would-be educator. But we have one advantage over our mainstream colleagues—small classes, the average being about 10 boys.

The boys arrive clearly feeling that the only hearing classroom work has upon anything is within the classroom. Consciously or unconsciously, school is perceived with a sense of inadequacy and failure. "School work is stupid, I could do it, but I don't want to," are sentiments heard by many teachers attempting to interest the reluctant learners.

We had to establish an environment which would enable the boys to lose these fears and anxieties. An atmosphere which would help them to relax, feel secure and have less need to rely upon acquired defences, a place where they could begin to find themselves again and begin to grow.

We encourage the boys to take public exams. We feel exam success is within the grasp of most. They can see the value of exams, and involvement in an exam programme helps to replace much of their lost self-esteem. This public examination system becomes a therapeutic tool.

We try to present subjects which are likely to have little connexion with their previous school experience; for example, commerce, law, statistics. Alternatively, we disguise subjects by giving them different headings; Communications for English, Calculations for Mathematics. We find that the "newness" of these subjects has an appeal, and offers the boys a fresh start.

They seem willing to accept hitherto unheard of subjects, and become stimulated and interested by them. Furthermore, it is a motivating factor in education programmes become less of a behaviour problem, and more receptive to discipline.

It has not been easy getting the boys to believe they have ability to acquire exam passes, but we persistently encourage them to achieve, and we feel they also can succeed. It is not uncommon to see the one-time school refuser proudly leaving with three or four O level passes.

R. A. Knight is head of an Essex Home School, Chelmsford.

Unspoken language

Alan Nuttall

In 1976 Salford education authority started a series of experiments into the function of art and visual language in the primary school. These experiments were intended to be both part of the authority's in-service programme, and an investigation into the way children respond to the opportunity of working solely through the use of art and visual language.

The experiences with the children in the schools were preceded by a series of preparatory courses for the whole staff of the four schools who were involved in the project, and who subsequently agreed to work for two or three days, and in one case for a week, using solely visual language without reference to books, television or other printed materials.

During the in-service courses, teachers were asked to consider the nature of art, the elements of the visual language, and to agree on a philosophy of approach. Later sessions were concerned with sources of stimulation, organization and planning. Short workshops were arranged and there were practical sessions related to the use of the materials which would be available during the classroom experiments.

The schools involved included four with infant and junior departments, for which appropriate programmes of work were developed, and the project was conducted in both open-plan and traditional school buildings.

As one of the nine principles agreed during the course, all the work was based on investigation and ideas developing out of first-hand experience. Accordingly, a different source of stimulation was displayed each day at a central point within the school, and supplementary exhibits on the same theme were available in the working area.

Children were able to work in one or more of five general areas of media. By agreement, staff were prepared and responsible for presenting a specific range of material to an agreed number of children taken from several age groups within the school. Parents and student teachers were involved as assistants.

The teachers were concerned with developing the self-confidence of the pupils, and with encouraging each child to pursue a personal line of investigation in some depth. The approach offered a relevant alternative means of understanding developed in a sequential manner and in a teacher structured situation.

The initial indications and the staff reaction are encouraging, although a great deal of "follow up" remains to be done, particularly in relating this particular mode of learning to the content of the general school curriculum.

Alan Nuttall is an adviser for Salford.

To integrate or segregate

With the Warnock Committee on Special Education due to report in the New Year, Tom Crabtree offers a ten-point plan for helping handicapped children

Shelley is 14 and paraplegic. A spina bifida child, she attends an ordinary school. The placement has been a big success: Shelley does well in her school work, and other children react to her handicap with sympathy and practical help.

Shelley is extremely popular and her classmates are gaining, in addition to her friendship, first-hand experience of relating to somebody less fortunate than themselves.

I shall not develop the above plot. It is familiar enough. Shelley leaves school, gets a good job, and lives happily ever after. I shall not stress the fact that it was not Shelley's handicap, nor her emotional reaction to that handicap, which were the main factors in placing her in a local secondary school; it was simply that the building was mostly on one level, and only two small ramps were needed for Shelley successfully to negotiate the school and its staircases in her wheelchair.

There is a danger of sentimentalizing the plight of handicapped children, of presenting their problems in too simplistic a way. "These children", a head pointed out to me recently, "are not all charming teenagers in wheelchairs. Many of them present formidable teaching problems to the teacher in the ordinary school."

That is true. Many handicapped children have more than one handicap: such as a general deficit of cognitive, social and emotional skills plus, in many cases, the need for expert medical care.

Since the Chronically Sick and Disabled Persons Act (1970) there has been a growth in awareness of the needs of handicapped adults and children—with the bulk of sympathy going, in my view, to the physically handicapped rather than mentally-handicapped. Such awareness, however, presents at different levels: the demand for more schools which are not a maze of staircases, the demand for more integration (as though the integration-segregation was an either/or issue which could be resolved, disregarding the golden rule that each and every handicapped child is an individual with his or her own constellation of need) and the demand for instant relief.

If we are to act responsibly and with professional compassion towards handicapped children, we must get the timing right; it will take us many years to make a serious attempt to provision for the spectrum of handicap. In 1976 Parliament, responding to the trend towards integration, stated in Section 10 of the new Education Act that handicapped children are to be educated in ordinary, rather than special, schools unless this would be impracticable or incompatible with the provision of efficient instruction in the schools, or involve unreasonable expenditure.

This Butler-like deliberate vagueness may give the Act strength or weakness according to the integrity of the local education authorities, some of whom will place handicapped children in the ordinary school simply because it is cheaper to do so. Before we make any money, it may be a good idea to await the findings of the national inquiry into special education, set up in 1973 under the chairmanship of Mary Warnock, and due to report next year.

The policy seems clear: to move in the direction of integration. The details of implementation of this policy are dependent upon a large multi-discipline fund of goodwill. It is upon this goodwill, this common agreement as to goals, that success depends.

No real progress can be made in an atmosphere of professional arrogance and bigotry. There must be due humility. Despite tremendous medical and educational progress in this field, there is still a great deal that we do not know about the needs of the children.

Controlled experiments are difficult to carry out. We may portray Shelley as laughing and chattering with her friends as she herself down the corridor of her ordinary school. Yet who is to say she would have made the same, or even greater, social and intellectual progress in a special school?

Are the blind, the profoundly deaf, the severely maladjusted, the autistic to be integrated into the ordinary classroom? What strain will this place upon the teacher? It is detail and goodwill that are so important.

In future, the needs of handicapped children will have to be considered much more carefully than they have been in the past; with the aim of providing a full variety of educational, medical and social support, so that all handicapped children may make the most of their life-chances.

What is crucial is to have one person who is known to be the overall coordinator of help for the individual child. Too often, handicapped children are seen by a variety of agencies, none of which can stand much chance of making progress working in isolation.

When the child reaches school age, this team approach to assessment becomes more, not less, important, if both school and parents are to meet the physical, cognitive, social and emotional requirements of the child. One thing is clear. The handicapped child attends an ordinary school, the quality of personal help and teaching he receives must not be inferior to that which he would receive in a special school. This dictum places great responsibility upon, and sets a distinct challenge to, the class teacher.

Nevertheless, with more favourable teacher/pupil ratios, with more teachers with special training, with the help and cooperation of specialist support services, particularly medical and social, there is no reason why we should not move forward, cautiously, towards the effective integration of handicapped children into the ordinary school. (I am thinking here both of initial teacher training and of in-service training; student teachers can be sympathetic towards, and eager to learn about, the problems of handicapped children; the amount of useful teaching they are given varies from college to college.)

Eventually, like it or not, most handicapped children will live in the community; they must be systematically helped to acquire the educational and social expertise that will lead to a happy adjustment to it. We must make realistic, but optimistic, demands of each child consistent with the child's abilities and needs.

Special schools, special classes, special units, should never be seen as a means of sheltering children from the world. It's their world, too, and they want to live in it. Where specialist resources can be brought to bear on the child's situation, our expectations of the child's future can, and should, be ambitious. What steps should we take to help handicapped children achieve their maximum functional level? I propose a ten-point plan:

1.—Earlier intervention, in which the emphasis will be on team work.

2.—Health and education authorities to plan together a full range of pre-school provision, including nursery schools, opportunity play-groups, special schools and special classes, and peripatetic teachers and medical staff.

3.—One person to be responsible for the coordination of advice in the family of the child—a family "link-person".

4.—Adaptation, where possible, of older school buildings and colleges of further and higher education to the needs of the handicapped, these needs to be borne in mind in the planning of new schools and institutes.

5.—Special schools to be built, where feasible, in the vicinity of ordinary schools.

6.—Integration of the handicapped child into the ordinary school as a declared aim, wherever possible, and handicapped the right person—over possible, not economics.

7.—Assessment of each child to be regular, continuous, systematic, and multi-disciplinary. Such assessments to be available, in understandable and useful terms, to the class teacher who sees the child regularly.

8.—All teacher-training courses to include an introduction to children with special needs.

9.—More advanced diploma courses for teachers who hope to work with handicapped children.

10.—More effective coordination between health, social services and education authorities to help the handicapped school-leaver.

We have made great progress in the care of disabled children during the past 30 years. Let us keep up the momentum of that progress and, if possible, accelerate it. At the same time, before we go so much farther, let us make sure that we are going in the right direction, with good will and shared goals. We all need to work closely together over the next few years to make sure our aspirations do not wildly exceed our achievements.

If we do work together, the story of Shelley will appear less unusual, less romantic. It will be a story of the exception given time, rather than the exception given time. Let us be optimistic but, please, let's not rush.

Tom Crabtree is an educational psychologist.



Handicapped and normal children mixing together in a London school.



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Cumbria Education Cumbria College of Agriculture and Forestry Newton Rigg, Penrith Appointment of Principal Applications are invited for appointment, as soon as possible, as Principal of the Cumbria College of Agriculture and Forestry

West Sussex Institute of Higher Education Director: J. F. Wyatt, MA The Institute has recently become involved in a research project sponsored by a leading national company in order to release the tutor leading the project to devote his time to this work

OXFORDSHIRE COUNTY COUNCIL DEPARTMENT OF FURTHER EDUCATION Applications are invited for the following post: LECTURER IN MATHEMATICS, PHYSICS and CHEMISTRY

STAFFORDSHIRE EDUCATION COMMITTEE Applications are invited for the following post: LECTURER IN MATHEMATICS, PHYSICS and CHEMISTRY

BRADFORD COLLEGE School of Combined Studies LECTURER I IN PSYCHOLOGY Applications should hold a degree in Psychology and previous experience of teaching in degree or degree equivalent courses

BRADFORD COLLEGE School of Business and Social Studies LECTURER I IN BUSINESS AND SECRETARIAL STUDIES Applications should hold a degree or equivalent qualification in Business/Secretarial Studies and have relevant experience

MIDDLESBROUGH BOROUGH COUNCIL Recreation & Amenities Department Playleader Community Arts Worker - Drama Applications are invited for the following post: LECTURER IN MATHEMATICS, PHYSICS and CHEMISTRY

STAFFORDSHIRE EDUCATION COMMITTEE Applications are invited for the following post: LECTURER IN MATHEMATICS, PHYSICS and CHEMISTRY

COMMUNICATION SKILLS IN ENGLISH PROGRAMME (SAUDI ARABIA) King Abdul Aziz University, Moccin. The programme has been developed at the Jeddah campus of KAAU over the last two years with British Council professional support and has involved the production of specialised teaching materials for the implementation of English-medium courses in the Faculties of Engineering and Medicine

THE BRITISH COUNCIL Applied Linguistics and several years' relevant overseas experience including ESP and materials preparation. Salary: £5,210-£7,054 pa + 10% Inducement allowance. Benefits: Personal and children's allowances, free furnished accommodation. 77 TU 145

LECTURER IN TEFL (SUDAN) Sudan English Language Teaching Institute, Khartoum. To develop and teach major portions of new diploma in TEFL for Sudanese non-graduate secondary school leavers. Degree plus MA in Applied Linguistics (or one year's relevant diploma in TEFL) and at least three years' relevant experience including teacher training and EFL teaching. Salary: £4,680-£5,618 pa + 10% Inducement allowance. Benefits: personal and children's allowances, free furnished accommodation; two year contract, renewable. 77 HO 88

MATERIALS PRODUCER (ELT) (OMAN) Ministry of Education (English Department), Muscat. To produce support materials and audio-visual aids, to undertake in-service course for teachers of English. Candidates must have a post-graduate ELT qualification, three years' overseas ELT experience and some experience in production of A/V materials. Salary: £4,680-£5,618 pa. Benefits: free furnished accommodation; overseas and children's allowances; two year contract, renewable. 77 AO 3

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN) Regional English Language Adviser, El Hodeida. Man only. Graduate with university/RSA TEFL qualification and seven years' experience including some in the Arab World. Knowledge of Arabic highly desirable. Salary: £5,210-£7,054 + 10% Inducement allowance. Benefits: free furnished accommodation; personal and children's allowances; medical benefit; employer's portion of superannuation contribution; two year contract. 77 AE 16

THE BRITISH COUNCIL Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London, W1P 2AA.

City of Salford

EDUCATION DEPARTMENT

GENERAL ADVISER (Practical Subjects)

26,460 to 27,113 plus supplement 2601 p.a. (Head Teacher Group 6 Scale)

Applications are invited from suitably qualified and experienced persons for the above post. Duties will include overall responsibility for the development and organization of subjects in the Home Economics field in the City's schools and colleges, together with general duties concerning the appointment and professional support of teachers in a group of associated schools. Additionally able or interest in Commercial Subjects would be of relevance and value.

The person appointed will have had appropriate and successful teaching experience and will be able, within a responsible advisory role, to apply his specialist ability within wider current developments in the Education Service. Post reference 2809/TES.

This post is permanent, superannuable and subject to the satisfactory completion of a medical questionnaire. Commencing salary will reflect experience and qualifications. Please write or telephone 051-753-3156 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton M27 2AD, to whom they should be returned by December 30, 1977.

Nottinghamshire County Council

Education

Chief Administrative Officer

23,961 to 24,214 p.a. inclusive.

A Chief Administrative Officer is required from 1 February, 1978, or as soon as possible thereafter for the Nottinghamshire College of Agriculture, Brackenhurst, Southwell, Notts. Applicants (male or female) should have had relevant management experience and preferably hold an administrative qualification such as the DMA, CMA or equivalent.

Application form and further particulars from the Director of Education (ref ADM4) at County Hall, Closing date 30 December, 1977. Please quote ref 148.

Redbridge

London Borough

Education Department

Deputy Principal

Careers Officer Ed 137

Salary Scale: S01 (£5,044-£5,350 inc. of pay supplement and London weighting)

Applicants should have had previous successful experience in responsible posts in the Careers Service and hold appropriate qualification.

Further details and application forms from J. E. Fordham, B.A., Chief Education Officer, 255-259 High Road, Ilford IG1 1NN. Closing date 9th January, 1978.

Surrey County Council

Wiltshire County Council

Education Department

Senior Assistant Education Officer

(Secondary)

Salary: Principal Officer 2, plus 16:25,668-26,364 plus supplements of £920 p.a.

* A challenging third tier post. Honours degree, good teaching experience and administrative experience in education, essential.

* Assistance with removal expenses up to £800.

* Lodging allowances up to six months, £10 per week.

* Job specification and forms from Miss G. M. Ryan, Education Department, County Hall, Guildford, Wiltshire. Returnable by 10th January, 1978, quoting reference NA77/483.

Re-advertisement

Senior Adviser for Special Education

Southern Soles equivalent to Burnham Group 9 Headteacher Scale - £8,968-£7,593, plus supplements.

For Easter, 1978, or earlier, to be responsible for advisory work in 30 special schools and units, other special classes, at ordinary schools, and the Authority's Remedial Advisory Service.

Application forms and further particulars from the Director of Education, County Offices, Matlock, Derbyshire (SAE, please), to be returned by Tuesday, 3 January, 1978.

Derbyshire County Council

Assistant Education Officer

A fourth tier post suitable for a graduate with good teaching experience wishing to enter administration and involving professional work in a major area of education. Administrative experience an additional advantage.

Salary according to age and experience within the Principal Officers Scale 1, £4,689 to £5,577 plus National Supplements.

Application forms and further particulars returnable by January 6, 1978, from County Education Officer, Shire Hall, Abbey Foregate, Shrewsbury.

Salop County Council

Education Department

Inspector for Secondary Education

Applications are invited for this senior post which carries responsibility for the co-ordination and leadership of advisory work in secondary education and for language development in the schools of the authority.

Candidates must have a degree in English or Languages as well as some experience of advisory work. The appointment is to date from 1st September, 1978. Salary in accordance with Burnham Group 10, i.e. £7,455 x 4 (156) - £28,079 and London Weighting £297 and 1978 and 1977 pay supplements where appropriate.

Further details and application forms from the Director Educational Services (Ref JEB) Mercury House, Mercury Gardens, Romford, Essex, RM1 3DR.

Forms to be returned by 12th January 1978.

London Borough of Brent

Specialist Careers Officer

Salary Scale AP.5 24,550 to 26,000 p.a. inclusive.

The Authority has recently put forward proposals for dealing with the problems of unemployment and alienation among young black people in a residential block. As a first step a Youth Advice Centre is to be set up in Harlesden and staffed by a Cultural Liaison Teacher, a Youth Worker and a Specialist Careers Officer. The latter will be responsible for teaching careers whose activities are broadly to do with employment.

Applicants are invited from practising careers officers attracted by the opportunity to take part in a team effort to help disadvantaged young people and from candidates experienced in community work and familiar with the duties and responsibilities of the Careers Service.

Generous relocation expenses available.

Application forms from the Administrative Manager, Room 250, Brent House, High Road, Wembley, Middlesex, telephone 29 January, 1978.

Telephone 01-805 6371 (24-hour telephone service). Reference number 2/8 must be quoted.

London Borough of Wandsworth

The Royal Philanthropic Redhill, Surrey

The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), a Regional Assessment Centre (62 boys) and an Intensive Care Unit (28 boys).

COMMUNITY HOME RESIDENT HOUSEWARDEN

To take charge of one of three modern House Units each accommodating up to 23 boys, age range 13-17 years.

This is a responsible and interesting post. The successful candidate will lead a team of eight staff providing counselling support and concerned with the organization of each boy's integrated programme of treatment.

Applicants must have residential child care experience and should preferably hold a certificate in child care, be a trained social worker or teacher.

SALARY: RCOO Senior Grade: 22,807-23,282-23,857 + SRA 2343, 2 Supplements.

Accommodation: Modern three-bedroom house with full central heating and garage, adjoining the House Unit. Moderate rent.

Application forms and further particulars obtainable from the Principal's Secretary (Rooles SAC please). Application forms returnable within two weeks of publication of this advertisement.

ASSISTANT MANAGER

REDBRIDGE SPORTS CENTRE TRUST LTD.

ASSISTANT MANAGER wanted for early appointment to join an enthusiastic team managing an independent multi-sports complex. Challenging opportunity for physical educationalist preferably in age range 21 to 30. Responsibilities will include supervision of courses, coaching of school children and general administrative duties. Excellent training for future management. Starting salary £3,000 per annum plus increase on confirmation.

Application forms from the Secretary (Dept. AM), Redbridge Sports Centre Trust Ltd., Forest Road, Barkingside, Essex IG6 3HD.

U.S.A. FRANKLIN SCHOOL

The Anglo-American School of New York
18 West 88 Street, New York, N.Y. 10024

Applications are invited for the following Teaching Fellowships:

Physics and Chemistry (to 'A' level)
S.M.P. Mathematics (to 'A' level)
History (to 'A' level) with Geography (to 'O' level)
Spanish (to 'O' level)

These appointments are from September, 1978, and are for two academic years. The fellowships carry a grant of \$9,000 per annum, tax free, plus travel allowances, totalling a further \$1,000. Franklin School has courses leading to G.C.E. 'O' level, American College Entrance Examinations and the International Baccalaureate.

Ideal applicants should be single graduates and should have at least two years' teaching experience. Inquiries should be directed to: The Headmaster, International School of London, Crowndale Road, London, N.W.

Teachers wanted

for school year beginning August, 1978 to fill positions with infants, juniors and the teaching of English as a foreign language. Applicants who have at least two years of teaching experience and appropriate training in these areas should apply to:

William P. Davison, Headmaster
International School of Amsterdam
A. J. Ernststraat 875
Amsterdam-Buitenveldert
The Netherlands

OVERSEAS Appointments continued

SOLOMON ISLANDS

THE HONOLULU TECHNICAL COLLEGE

has a vacancy for a

MASINE-ELECTRICAL INSTALLATION

Indepndent appointments for 2 years technical college teaching or 3 years post-graduate technical experience plus a professional certificate.

To train apprentices, advise on training systems and to score on the Apprenticeship Board, courses may be held concurrently in the field. Work contracts for 12 months but more advanced courses are available.

Staff share in boarding duties and in the maintenance and repair of technical equipment.

Salary in range \$4,992 to \$6,744 inclusive of a gratuity of 25% on termination plus 12% on release. Underpension is provided by U.K. scheme (USA) but only by post and the Government may provide an allowance for the cost of living. No allowance for the cost of living is payable in the field.

Appointment is on agreement to work in the Solomon Islands Government for a fixed period of 12 months commencing June 1978 and 12 months thereafter.

Further details and application forms from the Hon. Mr. P. D. Williams, Director of Overseas Education, PO Box 908, London, SW1W 9DE.

GERMANY

TEACHING POSITIONS for 1978 in North in September, 1978 (ref. F.1.)

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

ITALY

TEACHING POSITIONS for 1978 in North in September, 1978 (ref. F.1.)

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

BERMUDA

TEACHING POSITIONS for 1978 in North in September, 1978 (ref. F.1.)

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

CAMEROON

TEACHING POSITIONS for 1978 in North in September, 1978 (ref. F.1.)

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

GERMANY

TEACHING POSITIONS for 1978 in North in September, 1978 (ref. F.1.)

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

LESOITHO

TEACHING POSITIONS for 1978 in North in September, 1978 (ref. F.1.)

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

SPAIN

TEACHING POSITIONS for 1978 in North in September, 1978 (ref. F.1.)

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

EXPERIENCED S.F.L. TEACHER

For further information, brochures, etc., contact: Miss J. Hughes, 25, Bedford Way, London WC1E 6EJ, Tel. 01-253 3460.

Administration

Local Education Authority

BUCKINGHAMSHIRE

EDUCATION DEPARTMENT

DIVISIONAL CAREERS OFFICER

Salary: £24,550 to £26,000 p.a. inclusive.

To be responsible for the careers service in the County covering New Town and to lead a team of career advisers with whom to provide a career counselling service for all secondary schools and to provide a career counselling service for all secondary schools and to provide a career counselling service for all secondary schools.

Applicants should have a degree in English or Languages as well as some experience of advisory work. The appointment is to date from 1st September, 1978. Salary in accordance with Burnham Group 10, i.e. £7,455 x 4 (156) - £28,079 and London Weighting £297 and 1978 and 1977 pay supplements where appropriate.

CALDERDALE

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

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ADMINISTRATION

Local Education Authority

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Turkey, Ankara College

There are vacancies for September, 1978, for teachers in English Language and in English Literature, Modern Mathematics, Modern Chemistry, Modern Physics, Modern Biology and General Science at the Middle and High School levels. Ankara College is a co-educational English-medium school with a student roll of 6,300. Salaries, which at present are under review, are paid in local currency. A proportion of salary can be transferred into sterling. Two-year contracts for teacher and wife with return passages paid. Full medical and insurance under reciprocal agreement. Interviews will be held in Britain in February, 1978.

Write for application form to:

Head of Foreign Staff,
Ankara College,
Ziyä Gokalp Caddesi No 48
Ankara, Turkey

Brunei English Language Teachers

Required at secondary level to teach English and Malay students to 'O' and 'A' level standard (ref MT/1189/7D), or to lecture in English and Methodology at the teachers' college (ref MT/1188/7D).

Candidates, aged 26 to 50, must have a degree in English and preferably have a post graduate certificate or diploma in education with 5 years' relevant teaching experience. A certificate in teaching English as a foreign language or as a second language would be advantageous.

Tax-free salary including a special allowance is equivalent to £310 - £370 per depending on qualifications and experience, and attracts 26% gratuity.

Benefits include free family passages, subsidised housing, generous paid leave, education allowances, outfit allowance, interest-free car loan and free medical attention.

For full details and application form write quoting appropriate reference

Crown Agents

The Crown Agents for Overseas Governments and Administrations, Appointments Division,
4 Millbank, London SW1P 3JD

Borno State College of Basic Studies

Maiduguri

Lecturers

The College teaches a wide variety of academic, scientific and technical subjects up to and including sixth form level. Lecturers are required for the following subjects:

English, History, Geography, Economics, Government (Political Science), Chemistry, Physics, Mathematics, Sociology. Salary will be in the range N3,264 - N9,724.

Qualifications:

Candidates must have a 3 year honours degree in the relevant subject from a recognised University or a degree plus appropriate professional training. For the more senior posts, a postgraduate qualification in the subject would be an advantage. Candidates should have teaching experience in the relevant post and the minimum are as follows: Principals - 10 years at 10th form level. Lecturers - 7 years at 10th form level. Lecturers II - 4 years at 10th form level. Lecturers III - 3 years at 10th form level.

Secondary & Technical School Teachers

There are vacancies at secondary schools in Borno State for qualified teachers (male or female) in the following subjects: (1) Primary Science

Nigeria

ADMINISTRATION Local Education Authority continued

NORFOLK COUNTY COUNCIL LOCAL EDUCATION DEPARTMENT

ST. HELENS EDUCATION AUTHORITY

BOLTON METROPOLITAN BOROUGH DIRECTOR OF EDUCATION

CAREERS SERVICE Senior Careers Officer

SENIOR DEVELOPMENT OFFICER

City of Bradford Metropolitan Council

WEST SUSSEX EDUCATION AUTHORITY

BERKSHIRE EDUCATION AUTHORITY

DERBYSHIRE EDUCATION AUTHORITY

SOMERSET EDUCATION AUTHORITY

NORFOLK COUNTY COUNCIL

THE ASSOCIATED EXAMINING BOARD

THE ASSOCIATED EXAMINING BOARD

General

Librarians

Ancillary Services

Child Care

Examiners

Michael Sobell Sports Centre

West Sussex Education Authority

HERTFORDSHIRE EDUCATION AUTHORITY

MANCHESTER EDUCATION AUTHORITY

ESSEX EDUCATION AUTHORITY

Avon County Council

WANTED MARCH TO SEPTEMBER

County of Avon Education Department

County of Avon Education Department

ENGLISH AS A FOREIGN LANGUAGE

BRADFORD EDUCATION AUTHORITY

BRADFORD EDUCATION AUTHORITY

SUSSEX EDUCATION AUTHORITY

THE BELL EDUCATIONAL TRUST

LEICESTERSHIRE EDUCATION AUTHORITY

LEICESTERSHIRE EDUCATION AUTHORITY

CATERHAM AND ABBEY CLIFF OF SAINT ALBA

MANCHESTER EDUCATION AUTHORITY

ESSEX EDUCATION AUTHORITY

Avon County Council

WANTED MARCH TO SEPTEMBER

County of Avon Education Department

County of Avon Education Department

Outdoor Education

BRADFORD EDUCATION AUTHORITY

BRADFORD EDUCATION AUTHORITY

SUSSEX EDUCATION AUTHORITY

THE BELL EDUCATIONAL TRUST

LEICESTERSHIRE EDUCATION AUTHORITY

LEICESTERSHIRE EDUCATION AUTHORITY

Educational Courses

BRADFORD EDUCATION AUTHORITY

BRADFORD EDUCATION AUTHORITY

SUSSEX EDUCATION AUTHORITY

THE BELL EDUCATIONAL TRUST

LEICESTERSHIRE EDUCATION AUTHORITY

LEICESTERSHIRE EDUCATION AUTHORITY

LONDON THE UNIVERSITY OF BRISTOL

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Personal

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POSTALOANS UNSECURED

IMMEDIATE ADVANCES

MORTGAGES

MORTGAGES

MORTGAGES

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IMMEDIATE ADVANCES

MORTGAGES

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FOR SALE AND WANTED AND POSTAL SHOPPING

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LAKELAND TRAINING GROUP

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DIARIES FOR THE YEAR 1978

GOOD ACCOMMODATION

UP TO 75% OFF

GERMAN SCHOOL

